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• • • • YOUR PROFESSION

BOOK FAIR

25 — 28, January 1967

Souvenir

The Madras Library Association

105, Linghi Chetty Street, Madras - 1

THE ARTICLES APPEARING IN THIS SOUVENIR
EXPRESS THE VIEWS OF THEIR AUTHORS AND
DO NOT NECESSARILY REFLECT THE OFFICIAL
VIEWS OF THE MADRAS LIBRARY ASSOCIATION.

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Introduction

It is often said that one of the reasons for the 'Brain Drain' from India, is that our libraries do not have, or are not organized to obtain from other sources, material for research at certain levels. To answer this charge it is necessary to examine in detail the existing defects in our library systems, the problems they have to face and the scope for libraries to fulfil their role as centres of intellectual activity. This has been attempted in the wide range of articles contributed to this souvenir.

In 1965-66, 20,115 books (in English & other major Indian languages) were published in India and well over 26,000 in Britain and a similar number in USA. The output of periodical literature was even more phenomenal. In the face of such proliferation of literature, the progress of any country is largely dependent on the availability of the literature of all countries. How then are our libraries and librarians equipped to perform such a stupendous task?

As the Chief Minister observes in his article, by the end of Fourth Five Year Plan, no reader in the Madras State need go more than a mile to get to his library. Having got there will the reader's experience be similar to those described in yet another provocative article? It is not always easy for one facing a counter to realise the problem of the man behind it. Perhaps a young librarian will present the other side of the picture some day! If this 'Book Fair' provides an opportunity for all those connected with the book in any form, to meet and discuss problems of common interest, and devise means of continually improving their services, it will have achieved its purpose.

At a recent party, soon after the revision of pay scales of teachers was announced in the press, a librarian asked whether the MALA was going to do anything for them. What indeed has the MALA done until now? And what can it hope to do in future?

Dr. Ranganathan in 'Mala Must March on' traces the growth not merely of an association; but of a discipline of study and of a profession. The devoted pioneer efforts of a small group of people have now made it possible to establish a network of libraries staffed by trained personnel. Their untiring efforts despite innumerable obstacles claimed for Madras State the distinction of being the first state in India to place a Library Act in the statute book. They also brought to the Madras University the honour of being the first university in the Commonwealth, to have a Chair in Library Science. Very few people have had the chance in their own lifetime to see the far-reaching results of their cherished ideas as Dr. Ranganathan has done.

And yet library science in India is only just being recognised and the library profession has still to make itself felt. Any profession can achieve only as much recognition as its practitioners gain for it by their service to society; it can function only as effectively as the efforts which the individual members make in its cause. It is to be hoped therefore that all who believe in the value of the book - educationists, authors, book-sellers and publishers-will strengthen the MALA by working in close co-operation with librarians towards building up an enlightened citizenship which is the essence and success of real democracy. Young entrants to the profession should no longer ask 'what can the MALA do for me?' but rather 'what can I do for the MALA?'

Madras,

24th January 1967.

Editor.

Library Service in Madras State

by Shri M. Bhaktavatsalam
Chief Minister and Minister of
Education, Madras State

As is well known during the last 15 years there has been an unprecedented growth in the number of educational institutions at all levels and in all stages. So also the number of children who have been enrolled in these institutions has far exceeded the number who have been in schools before. But the mere enrolment of children and giving them a course of study does not entirely solve the problem of education. They have become literate and to ensure that this literacy is not only kept up but made use of for better living—"Continuation education" has to be provided. Such "continuation education" may take very many forms.

Further due to scientific development and technical advancement, knowledge in various branches has grown by leaps and bounds. Man's investigations into the realms of space and other unexplored areas has increased the amount of knowledge to an extent that was not imagined before. Even the educated who have already gone through the school and college courses have to keep abreast of the knowledge that they have gained in order that they may know, to some extent at least, what is happening in the outer world.

In order to meet this need, the library movement has grown far and wide. In our own State, apart from Oriental libraries and the many libraries of manuscripts, the first public library (Connemara Public Library) was established in 1896 and later the Madras University Library (1903). They met the needs to some extent. But these were not adequate.

The Madras Government, therefore, rightly realise that the provision of universal education required as an integral part of it, a network of free public libraries which would keep literacy alive and enable men and women in rural and urban areas to have access to sources of knowledge not hitherto open to them and that every citizen in the State may enrol himself as a pupil in the people's university—the library. The result was the enactment of the Madras Public Libraries Act of 1948, to provide for the establishment and maintenance of a system of public libraries and for the comprehensive development and organisation of library services in the State.

In making provision for such a library service the following features of a library were to be taken to an unlimited number of men and women everywhere :

1. The library collects and distributes the accumulative fruits of human experience ;
2. Its resources can be freely available to all ages, classes and sections of the community ;
3. Its material is not forced on people. On the contrary they choose what they need for particular purposes. It follows that the library's impartial methods inspire confidence ;
4. It offers a neutral meeting ground for the whole community irrespective of social, religious or economic differences ; and
5. It is a flexible instrument which can be adapted to any combination of local circumstances.

The provisions of the Madras Public Libraries Act were brought into force from April 1, 1950. As a result of this the Connemara Public Library was converted as the State Central Library of the State and was brought under the control of the Director of Public Instruction who was appointed as the Director of Public Libraries under the provision of the Act.

Also Local Library Authorities as provided in the Act were formed in all the districts in the State. They in their turn opened District Central Libraries in all the districts—North Arcot, Chingleput, Coimbatore, Madurai, Nilgiris, Ramnad, South Arcot, Tanjore, Tiruchi. Tirunelveli, Salem and Madras.

The services rendered by the District Central Libraries, branch libraries and delivery stations brought to light the innate urge and hunger for books in the people of the State and it was made clear that a great welfare service was opened wide to the public through the Library Movement.

At the end of the First Plan period, there were 12 District Central Libraries, 241 Branch Libraries and 342 Delivery Stations under the provisions of the Act.

As in other fields of education, the Library movement also had unprecedented growth. By the end of the 3rd plan there were 12 District Central Libraries, 1260 branch libraries in places of population of 1000 and above, 2200 Delivery Stations with an enrolment of nearly 1,30,000 members. During the year 1965-66, a sum of about Rs. 78 lakhs was spent for spreading the library service in the State.

A very interesting line of development of serving a special need particularly of women, is the organisation of Mobile Library Service. Generally by social restrictions and other causes, most of our women do not come to the public libraries even if separate provision is made for them, to use the public library service. How to cater to their needs was the question. So the Mobile Library Service was organized.

A motor van was specially built as a library van to carry the needed books. Each such van was put in charge of a trained woman librarian with a driver and an attendant. The van visits the homes in a locality once in a fortnight and delivers to women in their homes the books they want. In turn the librarian gets back the books learned the previous fortnight. Each woman member pays 25 paise per month to meet this charge. Each can take one or two books at a time. There are at present 9 such vans. Apart from this, as a voluntary service, women teachers in certain areas, take books in bulk from the Central/Branch libraries and deliver them in homes to women and even help them to read and understand these books. There is a proposal under consideration to cover all the Municipalities of this State by such Mobile Library Vans. Hospital library service to be of special help to patients has also been organised. So also a start has been made for supplying reading books to men and women in jails.

There is an intensive and useful programme of development of library service in the Fourth Five Year Plan. The library net work will cover every large village. To ensure this, more Branch Libraries will be opened and Delivery Stations established in most of the schools. When that is achieved, no one needs to walk more than about a mile to avail of the facilities of a library.

Thus the public library service in Madras is a part of a carefully devised programme of mass education inaugurated and developed by the Government since 1948. The library, like all other public institutions must be built up slowly and carefully with due consideration for the work to be performed. This is an institution that should never die; an institution which may make or mar the men in whose hands the future lies. We must therefore ensure that the generations to come will be benefited and that we may be honoured in the thoughts of our children.

MALA* Must March on

by Dr. S. R. Ranganathan
President of the Madras Library
Association,
National Research Professor in
Library Science and
Hon Professor, Documentation
Research and Training Centre,
Bangalore.

GENESIS

December 1927

Sushil. This is Iyanki. We are both Secretaries of the All India Public Library Association.

Ranganathan. What can I do for you?

Iyanki. We want you to become the Secretary of the Reception Committee.

Ranganathan. Of what?

Sushil. Don't you know the Indian National Congress meets here next week?

Ranganathan. Yes I know. It is in the Spur Tank.

Sushil. Our Conference moves with the Congress. Our Conference too will be held there. We want you as the Reception Committee Secretary of that Conference.

Ranganathan. I am sorry. I am very busy with my library. I cannot find time.

Iyanki. No sir. We shall do all the work. It is enough if you lend your name.

Ranganathan. I never lend my name without doing work. This was in the University Library, Museum Buildings, Madras on 18 December 1927.

* Madras Library Association.

Forced into Secretaryship

K. V. Krishnaswami Ayyar. An Andhra and a Bengali came to see me this morning. It appears they asked Alladi, Venkatarama Sastry and some others to become Chairman of the Reception Committee of the Fifth All India Library Conference. They declined ; but I have accepted it.

Ranganathan. Wish you all success.

K. V. K. What is the good of your wishing me success? I have accepted it only on condition that you take up the secretaryship.

Ranganathan. Did they not tell you that I could not.

K. V. K. They did. But they are both coming now. All the three of us will persuade you.

Ranganathan. You mean, coerce.

K. V. K. Take it as you like. You must become the secretary. You are the only Librarian in the Presidency. Here, they are coming.

Iyanki. You should accept the secretaryship, sir. We shall do all the work for you.

K. V. K. Let us not hide anything from him. He must forget his library for a few days and make our Conference a success - something which has not happened in the last four Conferences.

The Conference

P. Subbarayan, the then Chief Minister, opened the Conference. Pramath Nath Bannerji, the Minto Professor of Economics of the University of Calcutta, presided. R. Krishna Rao Bhonsle attended to all the details with his usual meticulousness. I could not leave the library or forget it. Therefore, I had to spend mid-night oil to write out the Chairman's speech and design charts, diagrams and pictures for a Library Exhibition. Further the all too few colleagues in the library - only two graduates—had to spend all their free time in preparing the exhibits. I put into that exhibition all the library apparatus collected by me in UK. The exhibition was held in the University Library in the Museum Buildings. It was opened at 6 p.m. on a Friday by P. Subbarayan. A fairly large crowd came to see it. This was an eye-opener to me. I realised that the library was as much for the Common Man in India as it was in UK. The next evening I gave a lantern-lecture in the Museum Theatre showing many library situations. This too was well attended.

Log Rolling by Iyanki

Iyanki was not a librarian. He was not even a very learned man. Probably, he read few books. But he went about Madras like one possessed, telling everybody that Madras should have a Library Association. He was a land-lord and a patriot. He concentrated all his work on Library Movement. Sushil and Bannerji had left Madras after the conference. But Iyanki would not.

January 1928: Birth of MALA

Three days later Iyanki, KVK and myself met in the University Library and accepted the suggestion of Iyanki that the MALA should be founded. The next Friday a small group of persons met in KVK's house to arrange for the formation of the MALA. The following Friday, another meeting was held in Venkatarama Sastri's house. It was decided to found the MALA, to hold the first meeting as soon as fifty members could be enrolled, and to entrust the drafting of the Constitution to a small committee. KVK would not allow grass to grow under his feet. Within two weeks he had enrolled a hundred members — many Life Members, some Donor Members and a few Ordinary Members paying only a Rupee a year. The first meeting of the MALA was held in the New Senate Room of the University of Madras at 5-30 p.m. on Monday 30 January 1928, with the Hon'ble Justice V. V. Srinivasa Ayyangar in the Chair. Fortunately, at least six of those who adopted the Constitution of the MALA at that meeting are still with us.

First Office-Bearers

The following were the first office-bearers elected at the meeting :—

President. K. V. Krishnaswamy Ayyar

Vice Presidents. S. Bavanandam Pillai ; F. H. Gravely ; A. Ramaswami Mudaliar ; S. Satyamurthi and Sami Venkatachalam Chettiar.

Secretaries. K. Balasubrahmanya Ayyar ; S. M. Fossil and S. R. Ranganathan.

Resolution

The first resolution passed by the Meeting asked the Corporation of Madras to provide Rs. 10,000 in its budget for the provision of libraries. I remember KVK, Gopathi Narayanaswamy Chettiar and myself going round the city to find a small site where the library might be located. Nothing came out of this attempt immediately. But, to-day, the city has an

annual library budget of Rs. 300,000 raised as library cess and a huge functional District Central Library Building on Mount Road. It is sure to construct about 100 Branch Library buildings in different parts of the city.

HECTIC ACTIVITIES

Book Selection Lists in South Indian Languages

The enthusiasm of KVK went on increasing. More members were admitted, week after week. A meeting of the Council was held every month. Several projects were considered and most of them were carried out. A Book Selection Committee was formed for each of the four South Indian languages and for Urdu. These committees worked in collaboration with the corresponding Boards of Studies of the University of Madras. The lists were printed for use by the schools in the Presidency. The Director of Public Instruction had them distributed through his own agency.

Public Relations Work

A state-wide scheme of Public Relation Work was planned. This plan was inaugurated at Poonamalle by Lobo, a Deputy Director of Public Instruction. I delivered a lantern-lecture on Public Library Service with Mutthuranga Mudaliar in the chair. Thereafter, I went on a Public Relations tour to every township in the Chingleput District. Most of the Panchayats established small Public Libraries. Extracts from the press copy of the *Five Laws of Library Science* provided speaking points for the Public Relation workers. A. Sivarama Menon covered Kerala; S. M. Fossil covered Tamil Nadu. K. L. Narasimha Rao covered Andhra Pradesh.

Library Exhibition

The MALA took a booth, year after year, in the Madras Park Fair Exhibition. Charts, diagrams, statistical tables and lantern slides were exhibited during the evening hours by C. Sundaram, K. M. Sivaraman, C. Krishnaswamy Rao and other library enthusiasts working in the Madras University Library. They did this work for the MALA not for monetary reward but only for work satisfaction. An engineer, Kanagasabhai Pillai, was attracted by the picture of a travelling library in the form of a single-bullock cart put up in the exhibition booth. He carried the idea with him and designed the proper kind of double bullock cart for the purpose.

First Travelling Library

He established the first Travelling Library Service in the country at his own home town of Mannargudi, Thanjavur District. I remember my

inaugurating this travelling library service on the Vijaya Dasami Day in 1931 at Melavasal, a village four miles west of Mannargudi. It had only about six literate persons. They agreed to read out the books to the others who were all farmers. They said that they could listen to the reading only after dusk. The village Headman raised the problem of the cost of light. A voice came from the ladies' group.

Lady We shall supply the oil.

Headman I cannot allow the oil in our house to be given away.

Lady I shall not touch a drop of oil from our house.

Headman How then are you going to supply oil ?

Lady I shall make the children of the village go round the houses once in a few weeks and collect a spoon of oil from each house. Do we not do it on Krishna Jayanti every year ?

Thus ended the little storm in the tea-cup of that family. The Mannargudi travelling Library served books to the villagers within a radius of ten miles. Each village should bring its own pair of bullocks and take the library cart to its own distribution centre. The next village should take the library bullock cart from that village. After the circuit was over, the last village should bring the library cart back to Mannargudi.

Hospital Library Service

Even in 1929 MALA started a Hospital Library Service for the city of Madras. An appeal inserted in the local dailies brought cart loads of books and magazines into the University Library, for service to the patients in hospitals. About half a dozen ladies led by Mrs Souter registered themselves as voluntary workers. They came to the University Library every Tuesday. A list of the hospitals and of the literary and linguistic standards of the patients was worked out. Packages of books and magazines were made by the ladies for each hospital according to its needs. The Surgeon General arranged for the packets to be collected by the hospital vehicles and for those already circulated to be returned to the University Library. Students of the local colleges were registered as volunteers. They visited the hospitals in the evening hours under the leadership of C. Sundaram of the Madras University Library. The volunteers went from bed to bed and distributed books to the patients. The illiterate patients were brought to a hall and the volunteers would read books, magazines and newspapers to them. S. S. Vasan gave a generous gift of unsold copies of Ananda Vikatan. These were widely used by the patients. The Madras example soon spread to the mofussil. K. S. Shrikantan, who had taken training in the School of

Library Science in the University and who was a lecturer at Madurai, organised a similar hospital service at his own place. Cuddalore also did similarly.

Prison Library Service

Then came the request from the prisons. F. H. Gravely, Superintendent of the Government Museum and a vice-president of the MALA, made the necessary negotiations for the MALA to send out books to the prisoners in the city. Several ex-prisoners used to refer to this service with appreciation.

IMPROVEMENT OF LIBRARY SERVICE

Transformation of the Connemara Public Library

One of first acts of the MALA was to persuade the Government to place the Connemara Public Library in the charge of an independent, trained the Librarian in the Gazetted cadre. F. H. Gravely was of great help in making the Government accept this proposal. Thereafter, MALA succeeded in making that Library a Public lending library. Already the Madras University library was lending books to the residents in any part of the Presidency. The MALA succeeded in making the Connemara Public Library function as a reservoir library for all the libraries in the Presidency and lend books to them. This arrangement has now been placed on a statutory basis and the Connemara Public Library has become the State Central Library with all the co-ordinating and centralising functions usually that go with a State Central Library.

Improvement of College Libraries

The MALA next turned its attention to library service in colleges. It organised a Summer School of Library Science to train the College Librarians. The Colleges offered splendid co-operation. Most of the College Librarians were non-graduates; but they were second to none in their enthusiasm to humanise their service and make their libraries the hub of college life. Some of the college magazines of those years gave accounts of their experiences in voluntarily keeping the libraries open on holidays.

Library Centered Teaching

The MALA next thought of School Libraries. Here the approach had to be different. It felt that that the reform should begin even in the methods of teaching. The Principal of the Saidapet Teachers' College was first

converted to this view. At his invitation, I delivered a course of lectures to the LT students on Fridays throughout a term on "School Library Work". This was done for several years. This course of talks emphasised the need for changing education from being text-book-centred into library-centred, and from being curriculum-centred into child-centred. The seeds thus sown by the MALA about forty years ago are now beginning to bear fruit. The SITU Research Project on child-centred, library-centred teaching is a testimony. I trust that most schools will change over to this method of education. The Director of Public Instruction also gave his help by accepting MALA's plan for providing a Library-hour in the weekly time-table of each class, in lieu of the so-called non-detailed study. The Director had to meet with opposition from the publishers of the books usually prescribed for non-detailed study. He made a compromise with them allowing each school to buy ten copies of a book instead of the forty copies which the students would have bought. This compromise satisfied many publishers since their books also would be bought by the school libraries.

Evil out of Good

At the request of the Director of Public Instruction, the MALA had provided a form for record of library work by each student. This again gave unexpected trouble. One of the columns asked the pupil to note down any new word or turn of expression which he learnt from the book and which he would like to use himself. Apart from the number of books, this was the only item which lent itself to easy quantitative measure. Some of the District Education Officers began to make adverse remarks against a school in which this column was not crammed with words. Weak Head Masters managed to get this column crammed with words. But a few sensible ones protested against this.

Good out of Evil

After some correspondence between the MALA and the Director of Public Instruction, the latter arranged for the vacation lectures of the University of Madras to be turned on this subject for three successive years. He asked me to give twenty lectures during Christmas holidays demonstrating how the teaching in the class room should be made child-centred, and leave the enthusiasm to work in the pupils, and how this would get correlated with self-education through library work. The Director deputed nearly a hundred Head Masters to this course of lectures. Another aid made by the MALA to School Library work was the publication of the *Library Companion* to the SSLC Text, with suggestions for preparatory, parallel and follow-up study. The MALA printed thousands of copies of this and the Director of Public Instruction distributed them.

Appetising Methods

The MALA was keen to make the people of the city of Madras use the existing facilities as much as possible. As one of the methods of realising this it attempted to rouse the curiosity in people through stimulating and entertaining talks by experts on a variety of topics in current thought. With this in view it arranged for two series of talks. The first was called "Something about Everything" series. Short bibliographies were distributed at the meeting. The second series was called "Everything about Something". On each topic a series of talks by an expert was arranged. They were given in Tamil. Later, they were committed to writing and published for the benefit of non-English-knowing people. Here are some illustrative titles so published in Tamil: *Everyday Electricity* by J. P. Manickam; *Pond life* by M. S. Sabesan and *Household Chemistry* K. C. Veeraraghavan.

MALA's mishap

By 1933, the Tamil Book Selection Committee had reported on the paucity of adult books on current thought. Therefore, the MALA tried to interest the Tamil publishers in the matter. But it was not of much avail. Then, it decided to approach the problem in a different way. It convened a Conference of Tamil-Book-Lovers in order to create public opinion in favour of the publication of Tamil books on current thought. It also planned to collect some amount to get the first few books published directly by itself or by giving grant-in-aid to enterprising publishers. Raja Annamalai Chettiar headed the subscription list with a handsome donation. Any person was eligible to attend the conference on payment of a small fee of Rs. 2/-. Two days before the conference, one person came and bought about one hundred admission tickets. The significance of this was not known till the conference day. The conference was held in the Pachaiyappa's Hall. The Hon'ble Kumaraswamy Reddiar, the Minister for Education, was to inaugurate it, Mahamahopadhyaya U. V. Swaminatha Ayyar was to preside over it. Some of us went to the conference hall half an hour earlier to make the necessary arrangements. Mr. Mutthuranga Mudaliar was also with us. But to our surprise all the seats on the dais were already occupied. They all looked strangers. It did not take long to discover into what trap we had fallen. As soon as the distinguished guests arrived, the persons on the dais refused to admit them to the dais and started their abusive slogans. The Hon'ble Kumaraswamy Reddiar and Mutthuranga Mudaliar tried their best to dissuade those people from such obstructive tactics. But it was all in vain. After some show of a conference, there was the inevitable quiet withdrawal of the organisers. The MALA returned to the donors all the money received from them!

PUBLICATIONS

Pilot Book

In the very first year KVK made several attempts to persuade the members to write articles on Library Movement. It did not bear fruit. Ultimately by the end of the second year *Library movement by diverse hands* was brought out. The leading article was by Rabindranath Tagore on "What makes a Library Best?" About a hundred papers in English and South Indian Languages taken together were contained in that volume. It was freely distributed to all the members. The good reception given to this book made the MALA venture more extensively into publication work.

Publication Series

It was decided to bring out a series of treatises on Library Science. As I happened to be the only professional Librarian in the MALA, the writing of these books fell to my share. This work kept me fully occupied. The habit of writing got fixed in me; with the result that I was led to write more than fifty books during the last thirty six years. Of these the following early books were published by the MALA. Apart from giving me a harmless occupation during leisure hours, it brought money to meet the expenses of the MALA without looking to other sources. The books were all based on the day-to-day and the hour-to-hour experience in the Madras University Library. The problems arising out of them revolved in the mind and the books were written at home during the nights.

MALA's Books

1. Five Laws of Library Science. 1931 (Now in Imp 3 Ed 2)
2. Colon Classification. 1933 (Ed 7 in preparation)
3. Classified Catalogue Code. 1934 (Now Imp 2 of Ed 5)
4. Library Administration. 1935 (Now Imp 3 of Ed 3)
5. Prolegomena to Library Classification. 1937 (Now in Ed 3, Vol 1 in press. Vol 2 will be entitled Library Classification : Retrospective and Prospective, and Vol 3 Design of Depth Classification.)
6. Theory of Library Catalogue 1938.
7. Reference Service. 1940 (Ed 2, 1958. Companion volume, Documentation and its Facets 1962; and another companion volume Practical Bibliography in preparation.)
8. Bibliography of Reference Books and Bibliographies 1941.

9. Library Classification : Fundamentals and Procedure 1943 (Ed 2 in preparation with the title Practical Classification.)
10. School and College Libraries 1944.
11. Library Catalogue: Fundamentals and Procedure 1943 (Ed 2 in preparation with the title Practical Cataloguing.)
12. Library Legislations : Hand-book to the Madras Public Libraries Act - 1952.
13. Library Movement in India, Edited by K. Chandrashekarani 1953.
14. Mudhiyavar Virundhu by several authors. An encyclopaedic book for adults.

Through God's grace many of the publications of the MALA struck new ground and have made a deep impact on world thought in library science. They have also had some influence on the teaching of library science. It need not any longer be a drab affair of dictating notes on routine-work. It need not kill the zeal and inhibit the creative urge in the young aspirants to the library profession. The publications of the MALA have shown a way to make the education of librarians creative. Problems for research—systematic and developmental research—can now scintillate in each class. This can make the young librarians expect supreme joy in the pursuit of their profession. The teaching can equip them with a momentum capable of carrying them—through life, as a result of the cyclotomic push, given by the ever increasing social call on libraries and the call for improved techniques made by the non-stop proliferation of the Universe of Subjects.

Periodicals

For some years the MALA considered the publication of a periodical bulletin as part of its publicity work. But it found it to be uneconomical. By 1939 enough new thought came to be created in the library field in Madras itself. This made the MALA venture into floating a learned annual with the heading, *Memoirs of the Madras Library Association*. Three annual issues came out from 1939 onwards. But the war conditions made it difficult to continue the venture thereafter.

LIBRARY LEGISLATION

Attempt 1

In 1930, I drafted a Model Public Library Act for discussion at the Library Service Section of the First All Asia Educational Conference held at

Benares in December that year. The MALA showed its interest in this draft model act and had it examined by a committee consisting of Venkatarama Sastriar, Sami Venkatachalam Chetty and Basheer Ahmed. In the light of the experience of Bengal, in getting a Bill on these lines turned down by the Governor General on account of the compulsory financial clauses, the MALA Committee changed them all into permissive clauses. The draft Bill was circulated to all the Municipalities, District Boards and Taluk Boards. Representatives of the MALA met most of these bodies to explain the social economics of the Bill. Nearly all the Local Bodies passed resolutions supporting the Bill. Then, both Sami Venkatachalam Chetty and Basheer Ahmed gave notice of the Bill to the Madras Legislature. KVK and W. Erlam Smith were appointed special members of the Legislature for the consideration of the Bill. The interest in the Bill was great. In fact, about fifty members to the Legislature went into the Select Committee appointed to consider it. There was a difference in the approach of the members of the Andhra Pradesh and of Tamil Nadu, in some of the provisions of the Bill. For example the former wished to have a huge State Library Committee and the latter wished to have a small compact one. A member of the Indian Civil Service suggested that the Bill should provide for Local Bodies contributing to the Government Exchequer to meet the cost of the additional administrative work which the Act would involve,—a strange idea in a world in which the Exchequer is expected to find the finance for Public Library Provision. While in this predicament, the 1936 Government of India Act was to come into force. Taking advantage of this the representatives of the MALA quietly allowed the Bill to lapse.

Attempt 2

When the Government of Madras was organised on the basis of the 1936 Act, a deputation of the MALA led by its President KVK waited on C. Rajagopalachari, the then Chief Minister and P. Subbarayan, the Education Minister. The reception given to the deputation was tinged with subtle cynicism. The familiar trick of spurious analogy was invoked. It was argued that the Government did not establish banks in every town but merely asked the Post Office to maintain a Savings Bank Counter. So saying the Chief Minister said that there was no need for a Public Library System backed by an Act. He said that the Government would pass an order asking all the School libraries to be thrown open to the public as if school libraries existed. It was felt that it would be futile to controvert this analogy by saying that the Savings Bank did not require more space in the Post Office than that for a counter and that the Savings Bank did not actively promote the banking habit in people; but that, on the other hand, a local library for adults needed books different from those in schools; it

needed space and furniture which no school could spare; above all it needed special staff to persuade the people to accept book service and thereby increase their economic capacity and intellectual joy. The deputation came back with great disappointment.

Attempt 3

The right opportunity for developing the library personality of Madras on a statutory basis came only in 1946. It was the eve of our independence. In July that year KVK and myself went on a morning walk. At that time we passed by the house of Avinashilingam, the then Minister for Education. We entered his house. He was in a helpful mood. In fact, he asked me, "Why have you gone away from our State at a time when we are in a position to put through your Library Bill". The next day he was given a copy of the Model Library Bill drafted by me at the request of the Indian Library Association and generally approved by the Indian Library Conference held in Bombay in April 1942. I gave him also a memorandum containing a twenty year Library Development Plan for the State. The Minister was willing to take it up; but he was rather apprehensive of the permanent civil service putting some obstacle in the way. He therefore asked me to sound S. R. U. Savor, the then Director of Public Instruction. Savor and myself were contemporaries in our college days and we were also on the teaching staff of the Presidency College, Madras, at the same time. Moreover, he was a good man, patriotic and pious to the core. He said that he would give all his support to the Bill. After going through the Legislative incubation period, during which some unhelpful changes were introduced, the Bill became an Act in February 1949. *The MALA had thus the unique honour of being the first Library Association in India, and perhaps in Asia too, to have succeeded in putting a Library Act on the Statute Book.* The Act has disclosed the unexpressed, but extensive, book-hunger among the people of the State. This trait in our people had been sensed by me earlier in the university circle. Whereas hardly ten persons would care to enter the University Library on any day in 1925, once its shelves were thrown open, its rules were liberalized, its staff came forward to solicit the students and the graduates to use the library, it began to acquire worthwhile modern books, and its staff began to help each reader in a genial way to find his book; the use of the Library shot up ten-fold between 1925 and 1927. The annual statistics published by the MALA on the use of the Public Library system of the Madras State gives similar results. If only trained librarians with proper scholarship, status and salary are appointed to man them, there is no doubt that the use of the Public Library System would increase a hundred fold and that the social benefit flowing from the funds locked up in books will become immense.

RAISING THE LIBRARY PERSONNEL

Sowing the seed

From its very beginning, the MALA had been quite keen on raising a trained library personnel to make the existing libraries better used. In its very first year it met with a considerable scepticism. However, during the summer of 1928, it conducted a short informal course in Library Science for persons who were lecturers in colleges or Head Masters in High Schools. The object was not to teach them Library Techniques or to make them Librarians. The purpose was only to get a few scholarly people to appreciate the existence of a really substantial corpus of Library Science and the possible benefits to the rising generations of students if they could be habituated to the use of good library service. This produced the desired effect. The academic world slowly veered round to support the proposal for the establishment of a School of Library Science.

The MALA's School

Accordingly a summer school was started by the MALA in 1929 in collaboration with the Madras University Library. The admission was thrown open only to those already working as Librarians in Colleges or Schools. This was repeated also in 1930. The Librarians of the first two batches of the MALA's School went back with all the enthusiasm and fervour of pioneers. They succeeded in re-organising their respective libraries along helpful lines. What was more important, they acted as spearheads and stimulated a desire in the other colleges to have their librarians too trained properly.

University Takes Over

The success of this experiment led the University of Madras to take over the School in 1931 and run it as a Certificate School of three months' duration. This School went on for seven years. As it was the only Library School in the country, the University of Madras generously threw open two or three seats each year to librarians deputed by the universities and colleges in the other states of the country. The appreciation of active library service to the students given by librarians trained in the University School went on increasing year after year. By 1938 the librarians of practically all the colleges in the State had received their training.

Post-Graduate One-Year School

In spite of this, a general feeling developed in the academic circle that college education could be even more effective if the librarians were

graduates and if they had not only training in library routine but also a regular one year course in Library Science. The formulation of the Five Laws of Library Science, their exposition in 1928 before an audience of hundreds of teachers assembled at the South India Teachers' Conference, and the deduction of most library practices from those Laws—all they had carried conviction to the Academic circle about the existence of the discipline of Library Science. It came to be realised that a regular professional course based on fundamental theory and coupled with sufficient practical training was necessary for the library profession. Accordingly the University of Madras established a post-graduate full-time one-year University Diploma Course in Library Science. The MALA was extremely happy at this development. The diploma course began to function from 1938. The convention of taking into the school only persons with experience of library work was continued. Therefore, the number of candidates available for admission was small. Most of these really came from the other states in the country. The University of Madras did not mind this. The Graduate School was therefore able to continue. By the time of our independence, library consciousness increased suddenly. The Madras Public Libraries Act was passed. National Research Laboratories were established. These factors and the long standing reputation of the Madras School led to an increase in the number of students admitted each year. But, with its usual high standard, the University of Madras continued to restrict the number of seats to what was educationally sound. This is something of which the University of Madras can be proud, if we know that some other Universities have totally failed to realise that this was a professional course. They had begun to admit crowds of students; even now, some of them make it a part-time course; and for this purpose, they make it also an evening-course, which can be attended by persons working as clerks, telephone operators, etc. during day-time. All honour goes to the high academic standard maintained by the University of Madras.

Department of Library Science

In 1957 the University of Madras accepted an Endowment for establishing the Sarada Ranganathan Professorship in Library Science. The University Grants Commission came forward with a generous grant. This enabled the University of Madras to establish a post graduate Department of Library Science with full-time teachers for teaching and research. The MALA may well be proud that the School started by it in 1929 has now grown to such a stature. Its pride will be all the greater because this was the first School in the Commonwealth to have a full-time Professor of Library Science. It is only a few years later that the University of London established a Professorship in Library Science. The MALA may also be proud that the fruits of the tree planted by it in 1929 are now scattered all

through the country—literally from Kashmir to Kerala. P. K. Garde, one of the Library Science Graduates of the Madras School, is occupying the honoured place of the Chief Reference Librarian of the Library of the United Nations. So also A. Neelamegham another of its Library Science graduates, is the head of D. R. T. C., a research centre for the subject. The MALA may also be proud that nearly half of the University Library Schools in the country trace their lineage to its 1929 School. The MALA may well sing with the poet, "From little acorn grows...".

THE MALA'S MARCH INTO THE FUTURE

Resting On Its Oars

The Silver Jubilee of the MALA was celebrated in 1958. On that occasion, it received many flattering messages from all over the world. Nothing like flattery to inhibit a person or an institution. Since then, the MALA appears to have been quietly resting on its oars. No doubt it had achieved much during the first twentyfive years. But, what has yet to be achieved is many times more than that. Further, the achievement will have to go on for ever. This will need continuing action on the part of the MALA. But why has it entered the phase of inaction? One reason is obvious. The generation of persons who worked it have by now aged considerably or disappeared by efflux of time. The MALA is therefore looking forward for the new generation to help it march through the future with equal glory.

Begin to Function Up

Another vital reason is that the MALA should hereafter be guided in its march by the members of the library profession itself. For it is no longer a case of persuading people to ask for a Library Act. For that, it was sufficient to have a solitary professional man to draft the Bill and for friends of library—not members of the library profession—to do the necessary touring and lobbying to get the Bill passed into an Act. But now, the people should be aggressively—and yet pleasantly—persuaded to use the net-work of libraries already covering the whole State, as the very result of the success of the MALA's march in the first quarter of its first century. This persuasion cannot be merely one of general propaganda. It has to be done along professional lines. Again, any person who once walks into a library should be made to feel it a pleasure to come back to it again and again. This can be achieved only by the library profession, by the personal reference service given to each reader and by the helpful organisation of the books necessary for the purpose. The MALA's further march—a much more socially beneficial march—will begin the moment the library profession becomes active.

The MALA To Be Strengthened

For the Library profession to function actively, all the members of the profession should think together, should deliberate together, and should work together in harmony. During the last ten years, the MALA has been quietly working for this. In the place of the solitary librarian on its Council in 1928, to-day the librarians form the largest group in its Council. More and more of them should come in and share its work. They can come in only if the librarians become members of the MALA, without even one exception. This has become the practice in many countries of the world. The day this happens in Madras will be the day for the triumphant onward march of the MALA into the future. In 1928, eighty percent of the profession had joined the MALA. But to-day eighty percent of the profession are yet to join it. Why are they not joining it? The only reason appears to be that they do not realise that the MALA is of the library profession and for the library profession. The Mala can only be as strong as the strength of the library profession forming it. Conversely the library profession can only be as strong as the strength of the MALA. In this connection, I should like to invite attention to the forthcoming book of B. I. Palmer, the Educational Officer of the Library Association of U.K. Its title is, "From Little A corn: Development of the Library Profession". It was delivered as the first course of the Sarada Ranganathan Lectures in Bangalore in December 1965. The Asia Publishing House hopes out to bring it before December 1966, when the second course of lectures will be delivered. We are approaching the entry of the third generation of the library profession into the field. I am sure—I see ample evidence for it—this new generation is full of life, full of faith, and full of readiness to work together in harmony. What they want is leadership.

District Branches of The MALA

One result of the Public Library Act is that the detailed work of the MALA will have to be done hereafter, more in each district than in one State Centre in Madras. For this purpose, the librarians in each district should form the Branch of the MALA for the district. The branches will work under the general guidance of the State Centre. Each Branch should work out its own programme of public contact, so that all the potential readers of the district may become actual users of the libraries in the district. Each Branch should also form a Study Circle. It should meet once in two or three months. At such a periodical meeting, all the difficult problems met with in the day-to-day work of the different libraries—be they connected with administration or classification or cataloguing or reference service or the functioning of the Local Library Authority—should be collectively

discussed and solutions found wherever possible. And there will be no dearth of such problems cropping up continuously in an active library system.

Co-ordinating System

The State Centre of the MALA should have charge of state—wide public relation programme. As a part of it, it should arrange for a library week each year. This should be celebrated throughout the State and not merely in the City of Madras. The MALA should also arrange for periodical book exhibitions to be held in different parts of the State. The State Centre of the MALA should have a strong and active research circles. The problems not lending themselves to an easy solution by the Study Circle of the Branches should be referred to it. The research circle should work on these problems and arrive at helpful results. There should also be a MALA Conference each year both to serve as a clearing house of ideas and to provide a re-fill of enthusiasm and professional awareness. The ideas and the enthusiasm should really get self-generated by the work of the Study Circles of the Branches and the Research Circle of the State Centre. They should all get integrated in the annual MALA Conference. The MALA should also work for the promotion of the production of books on Current Thought in current Tamil. The MALA will have several such co-ordinating functions in the future.

Training the Semi-Professionals

A large percentage of the library personnel of the State will be always of the semi-professional kind. The semi-professional too need training. It is wasteful for the University Department of Library Science being saddled with this elementary work; for, it will kill the all-to-rare urge to do research; and the main function of the University Department should be doing research in Library Science and training young persons to do research. The proper agency for running schools for semi-professionals is the MALA. It may begin with one school in Madras. But at no distant date it will have to maintain one School in each district. The State Government and the Union Government should help the MALA in running these schools. It is not proper for the State Central Library to run these schools. For, the State Librarian should be the authority to lay down regulations and standards to secure their true observance by the MALA, to conduct examinations, and to issue certificates to successful candidates. This advantage will be lost if he himself runs the schools.

Leadership

It was stated earlier that there are enough of young professionals in the state awaiting to be kindled up into action by proper leadership. In fact, the march of the MALA into the future will really depend on the leadership which the library profession of the State is capable of providing. The most probable loci for leadership are the State Central Library, the University Library, and the Department of Library Science of the University. This statement of probability does not deny the possibility of leaders being thrown forth by any service library anywhere in the State. For, as the saying goes a genius can sprout even from an ant-hill. But, persons occupying positions of vantage should not be either shy or exclusive in their outlook. They should look upon their position as a trust vested in them for doing good to the profession at large. The library profession—particularly its younger section—looks to them to come forward and give the necessary lead. The MALA appeals to them to guide the library profession of the State along ever-growing, ever-new paths of work and service for the benefit of the people of the State.

Research in Library Science

The main function of the members of the Department of Library Science of the University is to do research. The advancement of knowledge is nowadays largely in the hands of the departments of research in the universities. There need be no misgiving about the scope for research in Library Science. No doubt fundamental research is not one of every day occurrence. But, there is an ever continuing scope for developmental research. In my memorandum sent to University of Madras in 1956 in connection with the formation of a Department of Library Science, I had singled out scores of problems that were awaiting systematic research at the time in order to make library service as effective as it should be. Some of those problems have been already solved by several agencies. But quite a number still remains for investigation. In the meantime, a piece of fundamental research was completed in the Documentation Research and Training Centre, an All India institution situated in Bangalore. This was by the end of 1963. Since then more than a hundred and fifty papers of high quality have been produced through developmental research by the members of the research cell of the Documentation Research and Training Centre, by its ex-students, and by other librarians co-operating with it. The Documentation Research and Training Centre has an arrangement by which any librarian, who feels competent to do so, can come and reside in that Centre as a visiting research fellow for a

few months either to get a particular piece of work completed or to get familiar with the methodology of research being developed there. Research is necessary for two purposes. Firstly it is only teaching based directly on current personal research that can have the glow capable of "throwing the ferment" amidst students. It is only such throwing of ferment that will ensure continuity of growth—that is, life—in any profession. Secondly, it is only persons who are soaked in research that can develop a truly helpful leadership. It is for these reasons that the MALA feels that its march into the future will be fruitful, if and only if, some of its members, engage themselves in research in Library Science. The Research Circle of the MALA is thus a necessity both for solving the day-to-day problems arising in libraries and for providing adequate leadership to the profession.

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Emancipation of Books

by Dr. D. B. Krishna Rao
Professor of Library Science
University of Madras.

Introduction

The history of the progress and civilisation of man is a series of stories of discoveries and inventions which have enabled him to live with more comfort and happiness than before. Man has invented hundreds of articles. These are of various kinds. These are useful to him in various ways. The discovery of electricity and the invention of a series of electrical articles useful in our daily life in diverse ways may be cited as a remarkable example. These have not only served to dispel darkness and give man the light that he badly needed during nights, but they have also provided him with the domestic and industrial cooling and heating appliances, quick communication systems over hundreds of miles like electric trains, telegraphy, telephony, teletyping, wireless, television and the primary motive force for all industries. Today it is difficult to imagine life without electricity. One takes it for granted. However, about 5 or 6 decades ago the electrical appliances so common in our homes and offices today did not exist. Going further back we have lived without them for centuries past.

More important than electricity is the case of the invention of the modern book. Books have not only served to dispel the darkness of ignorance in man and given him the light of learning but they have also served to entertain him and inspire him. The invention of paper and printing and the rapid improvements that followed in these cases have contributed to the invention of the most wonderful of all articles so far invented by man and which we call book. Though apparently a simple one, there is no article which has so profoundly influenced man and contributed to his progress and well-being as the book. In the words of Sir. Winston Churchill, "Books in all their variety are the means whereby civilisation

has been and is being carried triumphantly forward". The value of a book has been defined elsewhere as the force tending to the development of the mind, the enrichment of the human experience and the promotion of understanding and sympathy.

As in the case of electricity we take books for granted as if they have been with us all along. This however is not the case and we have lived for several centuries past without them.

What is this most important article called modern book? When was it invented? Who are its users? What is the purpose or usefulness of this? Where do we find these? What are the kinds of forms and varieties in which they appear? The title of this article implies that books were in bondage. If so when and how were they in bondage? When and how were they emancipated? These questions are briefly answered in the following paragraphs.

Definition of Book

Book in the modern sense is any scientific treatise or literary composition printed from movable types on sheets of paper and bound or sewn together along one edge with protective covers and produced in such convenient size that it could be easily handled and carried in the human hands and read by man. This is a general descriptive definition. But there are variations to suit special requirements.

Invention of Book

Johann Gutenberg is generally credited with the invention of printing from movable types. The 42 line Bible, called the Gutenberg Bible is commonly referred to as the first book printed from movable types. It was probably printed between 1450 and 1455.

As early as in the 9th century China developed the art of printing books from wood block. By the 11th century China developed printing books from movable types. Because of the very large number of characters necessary printing from movable types did not flourish in China and was discontinued after the death of Pi Sheng, its inventor. Long after this printing from movable types was re-started, in China and continues to date with the accompanying developments that have taken place there.

Books printed in the 15th century were by no means like the modern book in all their aspects but they are certainly the forerunners of the modern book.

Users

To day books are used by young and old, by men and women, by children in the schools, by students in the colleges, by the scholars in the universities, by teachers, lecturers, readers and professors. Books are used by the staff and officers in the departments and ministries of the government, by the staff and the executive in the commercial and business organisations and by the general adults all through their life.

Purpose

Books are used for learning in the schools and colleges, for research and scholarship in the universities, for efficient administration in the departments or ministries of the Government, and for successful operation and profit in technological and commercial organisations and for perpetual self-education, for recreation and inspiration all through life by the general adults.

Books Everywhere

Books are useful everywhere and therefore they are found everywhere. We find books in bookshops, large or small which sell them to the people. Most of the prescribed books and books of recreational reading are directly purchased by the readers from the market. But this kind of reader forms only a small section, for the cost of books is now-a-days prohibitive and the capacity of the public to buy books for their children or recreational reading is also limited. Therefore the majority of the readers are dependent on books found in libraries, in schools, colleges, universities, government departments or ministries, research institutions and public libraries like national, state, district and other libraries of various kinds. Thus libraries are the predominant institutions which collect books and provide them to the reading public.

Book Personality

If the book is so omnifarious and so omnipresent to-day what is its personality? Books are in all sizes, from the miniature books to the great volumes. They appear in covers of all the colours of the spectrum. In weight they range from feather-weight books to heavy volumes that cannot be handled by a single individual without assistance. They appear in all kinds of make up from the quiet simple unpretentious book to the self announcing highly attractive gold tooled personality. The cost also ranges from a few paise or cents to several

rupees or dollars, Books are on all subjects and in all languages. Every country is producing books in large numbers. We speak of population explosion in regard to man. In the case of books they have gone far beyond the population explosion stage. The book population of the world runs to several crores. In fact the management of book population and their service to readers is fast becoming one the major problems of the world.

Books in Bondage

In the pre-printing period or the early printing period books were a rarity. They were costly. A book, it was said, was worth as much as a farm. Unlike a farm it was portable property that could easily be purloined. There were only a few copies of many a book and each library had one copy only. Thus books were a valuable possession. Valuables in all ages require protection. The emphasis was therefore on safe preservation and proper protection of books. This protection was accorded to books in two ways. They were either shut in a cupboard or a chest or they were chained. Books were fitted with brass frames and rings. These rings were tied to iron chains whose other ends were safely fastened to the shelves. These were the chained books. Libraries with chained books were called chained libraries. Chained books could not be moved from the shelves beyond the length of the chain. Their freedom was confined to the sphere determined by the length of the chain. Users of books were restricted and rare. Thus books were in bondage during the middle age. Preservation of books to posterity was the sole function of a library of those days. This was the condition of libraries in the 15th and 16th centuries and extended even to the end of the 17th century in certain countries as in the case of England. At the Queens College, Oxford, books were in chains till 1780. At Magdalen College, Oxford, chained library continued till 1799. A mere glance through the pages of the book *Chained Library* by Streeter illustrates the condition of bondage in which books were kept in the middle ages. Thus books were in bondage and libraries were prisons for books in those days.

Tradition Inherited

The modern book was invented in the middle of the 15th century and considerable improvements were made in the production of printed books. These greatly helped in producing multiple copies of each book with ease. Large scale production of books reduced the cost of books and made them cheap. Books gradually lost their rarity value. They were no longer the much valued possessions requiring the protection of a chain. However traditions die hard. It took centuries to overcome the tradition to protect

books by keeping them in bondage. It was only by gradual stages that books in bondage became free books to be used freely by readers.

First Stage

Large scale production of each book at reduced cost stimulated the reading habit and increased the reading population. This led to the growth and development of libraries. The attitude of the authorities of the libraries changed from preservation and protection of books to service of books to readers. The first step forward was to declare an amnesty for the books. Books were set free from their chains. Books were free to move with the readers within the library. This in itself was a drastic change in those days and started the movement for the emancipation of books.

Second Stage

Eventhough the freedom movement was gaining ground, the restrictions placed in the way of books being freely used were many. It took the middle of the 19th century for bringing in further changes in the freedom of books. Books began to move freely outside the walls of the library in the hands of the readers. This helped the people to read books at home outside library hours. This was indeed another great step forward.

Force of Democracy

Social forces contributed their share in getting books greater freedom. The spread of democracy to country after country made people realise their responsibility for contributing to the successful working of the democratic government. This required a right thinking and well informed society. Sound education is the foundation for such a society. Books are the tools for education. Awareness to the right of each person to have free access to books for education and information gradually developed and began to assert itself. Books began to function as important tools for education, improvement and the welfare of society. However even at this stage service of books was restricted to the doling out of books across the library counter to any one who voluntarily asked for it. This was the position till the end of the nineteenth century.

Open Access

A new concept of very great potency developed during the last quarter of the last century. This concept completely revolutionised the organisation and service of books in libraries. This concept appealed for complete emancipation of books from restrictions of all kinds and making

them freely accessible and available to readers as and when they care for books and want them. This is the concept of open access.

Open Access Defined

Open access is the library practice of according to every reader in a library full freedom to have direct access to all the books in the library, giving the reader reference help in the choice of reading materials, allowing him to pick out from the book shelves any book needed by him either for study in the reading room or for taking on loan for home reading, or allowing the reader to freely browse among the books in the stack room. A small fraction of specialised items are exceptional to open access.

Early Success

The concept of open access gradually exerted its influence on the libraries and their managements. The result is that the philosophy that books are for preservation lost ground completely. The modern concept of a library as a social institution with the sole object of socialising the use of books asserted itself and gained ground. To make readers of non-readers, to create and stimulate the desire for good and purposeful reading, to bring books and readers together and to offer other facilities for study of books with ease and comfort formed the conspicuous and worthy aims of the modern library. The movement for emancipation of books changed into the movement for open access in libraries.

Progress of Open Access

The result of all the forces described so far, is a complete change in the libraries. Book frames, chains and all other aids that tied books to shelves were completely removed in the case of older books in bondage. New books added were free from these. With the turn of the present century, library after library began to implement open access and give full freedom to books and readers. Success followed success for open access in the libraries of Europe and the Americas. Open access spread to the orient and began to exert its influence.

It has achieved considerable success in the orient. Open access of varying degrees are practised in these libraries and the trend is for complete open access. However, much remains to be done to secure open access for books in many of the libraries of the orient.

Emancipation of Books

This is the outline story of the most important article of modern life the book, its bondage and emancipation.

The Problems of Weathering and Degradation of Book Binding Leathers

by Dr. S. K. Barat
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Introduction

'Book and Leather go together'. Indeed this dictum has been passed on to us from the very beginning. Ever since mankind thought of books, leather and its precursors - parchment and vellum have somehow come to be associated with this thought. Although forms of protection for books which might be described as the forerunner of the present day book binding existed in very early times such as the terracotta cases of the Assyrians which contained their backed clay tablets or the Egyptian jars for holding papyrus rolls, the art of book binding developed much later as a natural corollary of the invention of the codex form of books. Leather, besides offering itself as a suitable medium for the decorative patterns soon became the preferred material for book binding mainly in view of the unique characteristics. Although in the present day context of voluminous out-put of cheap books it is rather uncommon to come across a piece of good leather binding, the art itself nevertheless is still very much alive to-day, and has indeed attained a very high degree of excellence in our country. In the South, Pondicherry is reputed to be a centre for top class leather binding and the author has recently seen there some exquisite leather bound volumes of great artistic worth. No wonder that the centre continues to draw its clients from all over the world.

The drape, handle and suppleness of leather have much to recommend it for book binding. Given the proper treatment, leather has the capacity to

withstand the ravages of time as evidenced by the survival of the ancient alum tanned leathers. It is amenable to a variety of tooling, gilding and printing techniques. Leather is therefore a much prized material for this artistic craft of book binding. But leather is a versatile material and has its many other uses in our every day life. The demand for leather is ever increasing but its supply is limited. Substitute materials therefore fulfil an essential need since use of genuine leather has to be restricted for purposes wherein such a use is technically obligatory. Leather binding therefore becomes exclusive for expensive books of great value. The necessity of using leather as a material for binding of books, records and references intended for continued preservation is thus well established. It is however seldom appreciated that inability to conform to certain details as regards processing and the nature of tannage used to make all the difference between a leather noted for its durability and one which deteriorates rapidly. Thus, apart from leather bound books 200 to 300 years old and still remaining intact, it is not unusual to find specimens of vegetable tanned leather a thousand years old in a remarkably fine state of preservation. On the other hand some of the leathers manufactured in this country and meant for book binding soon lose their cohesive strength, crumble and are reduced almost to powder in the course of a relatively short span of existence. Let us examine some of these factors responsible for causing this sort of disparity in the performance of book binding leathers.

Mineral Acid Content

The most salient feature common to all samples that emerged out of a comprehensive study of sub-standard book binding leathers as well as those suffering deterioration and degradation while in use was their content of harmful amount of mineral acid. There appeared to be almost a linear relationship between the total amount of acid present in the leather and the rate at which its breakdown occurred. Investigations as to the origin of this residual acidity further revealed that the strong mineral acid often found associated with the condemned leather did not necessarily come from the added acids or the sulphuric acid employed in preserving the pelt through pickling or in dyeing of the leather or from the excessive use of such of the materials containing sulphur compounds like sulphited extracts, sulpho-acid syntans, sulphated oils etc. It was remarkable to observe that even some of the vegetable tanned leathers processed free of any contamination with strong acids showed positive indication of the presence of such acids within a few years of their being used on the books. Initial freedom of the leather from the injurious acidity cannot, therefore, be taken as a sufficient guarantee for its durability.

Polluted Atmosphere

It was further observed that the portion of the binding most exposed to the surrounding atmosphere showed the earliest signs of failure and accounted for the highest content of sulphuric acid and the water soluble matters mostly in the form of ammonium salts derived from the hide substance. Evidently, in such cases, the leathers concerned must have acquired the injurious acidity from the polluted atmosphere of the environment. In most of the urban areas today, the air is contaminated with smoke and fumes containing sulphur dioxide emanating particularly from coal fires, both industrial and domestic. This sulphur dioxide on being absorbed by the leather gets oxidized to sulphur trioxide which finally gives rise to sulphuric acid in presence of moisture. This, in turn, initiates the hydrolysis of the leather as a prelude to its ultimate breakdown into constituent amino acids often accompanied by oxidation. Oxidation of an amino acid may occur at the alpha position leading to the formation of ammonia, carbon dioxide and a carboxyl acid with one carbon atom fewer. Exposure to outside atmosphere is, therefore, a prime factor, continued exposure leading to accumulation of sulphur dioxide through absorption. Tightly fitting glass cases immobilizing the contained air, therefore, afford better preservation of leather bound books.

Relative Humidity and Mould Growth

The relative humidity of the atmosphere has a considerable bearing on the expected life of such bindings. Mould growth accompanied by the usual musty smell is a direct result of humidity and enzyme secreted by the mould may lead to hydrolysis and degradation of the leather concerned. Mould growth is also largely influenced by the grease content of the leather. On the one hand, insufficient oil and grease in the leathers make them starve for oil, a condition symptomatic of impending degradation, whereas, on the other, incorporation of excessive oils and fats is apt to produce an unpleasant greasy effect. Since the accumulated sulphuric acid in the leather is mainly instrumental in bringing about its structural breakdown, it would seem logical to expect that storage of leather under dry conditions would accelerate that rate of its degradation by concentrating the residual acid in the leather. But, contrary to such an expectation, it is experimentally observed that, at a higher relative humidity, with the leather acquiring more moisture, the deleterious effects of the acid also increase. Unlike the combined acid, it is the free acid that causes the mischief. The combination of acid with the leather under suitable conditions is more or less completely reversible. Although the increase in water content of the leather brings about a reduction in concentration of the acid present, it nevertheless leads to greater hydrolysis giving rise in the end to more of the free acid. This

free acid alone is responsible for most of the injurious effects which one comes across in deteriorating book binding leather. The same holds good for any other mineral acid, although sulphuric acid is the most common acid met with in connection with the deterioration of book binding leather. Hydrochloric acid is as a rule more destructive than the sulphuric acid but hydrochloric acid being volatile in nature, the leather is able to get rid of it easily and thereby escape its ravages.

Tolerance of Leather

The tolerance of a leather for mineral acids would, amongst other factors, be determined by the nature of tannage imparted to it. Pyrogallol tannins are generally preferred because they are usually rich in non-tan salts which exert a protective action on leather. Catechol tans are generally susceptible to light and air and with no such protective salts in them find very much less use in the tannage of book binding leathers. Use of myrobolan extract in suitable blends is known to assist the preservation of book binding leathers. Buffer salts as well as sodium chloride, artificially incorporated into the leather or present therein in the form of non-tan salts, ensure against sudden fall in the pH of the leather, consequent upon its absorption of sulphur dioxide and hence retard the resultant hydrolysis. Salts in acid medium tend to largely repress the charge of the protein. Although commercial book binding leathers have all been vegetable tanned, recent preliminary experimental observations suggest the future possibility of a simple tannage with syntans or a chrome-vegetable re-tannage.

Sulphuric Acid Content

Rotted leathers are usually found to contain 5 to 8 per cent sulphuric acid. For vegetable tanned leather, an acid content up to 3 per cent seems to be a safe limit since a leather, with as much as 2.5 percent acid developed no significant signs of deterioration even after two years. This usually conforms to the initial pH of the water solubles exceeding 3, with the Innes differential figure at less than 0.6, thereby indicating the absence of any highly ionized acid. The presence of strong acid would bring down pH of the water extract to 2.5 or less and cause the differential figure to go beyond 0.7. In such cases, however, Proctor-Searle value may remain high, since the acid, following the degradation of the leather may finally get neutralized by some of the protein breakdown products. Unlike vegetable tanned leathers, chrome leather is capable of holding a considerable amount of acid in chemical combination without any injurious effect. However, much of the acid in the chrome complex is not free and thus not available for reacting adversely with the protein fibres. In an acid medium, on the

other hand, with plenty of free acid around, chrome leather in contrast to vegetable tanned leather is found to be more sensitive to the destructive action of the acid.

Acid Binding Capacity

It is known that the acid binding capacity of the pelt is equal to the sum of the equivalents of its free basic groups. Even though the vegetable tannins at some stage of the tanning process are known to react with and inhibit the basic groups of protein, vegetable tannage by and large leaves the leather with almost unaltered acid combining capacity. This is true of catechol tans much more than hydrolyzable tans which usually involve the relative impairment of the electrovalent functions of cationic groups of collagen fibres. Since fixed tans do not seem to affect the acid combining power of the basic groups, the fully tanned leather will be as prone to absorb acid as the pelt itself prior to tanning. The so called inhibition of the reactive basic groups of pelt with vegetable tannins, therefore, afford no protection to the leather against acid combination. It would seem plausible that the strong mineral acid, combining with the leather, causes the severance of the link between the tan aggregate and the basic group of collagen with the result that the tan aggregate being still held by some non-ionic protein group remains within the leather. But it is now partially dislodged from its original position to the detriment of the stability of the tan-collagen compound in which the tan aggregate behaves more as a combined water soluble rather than fixed tan as previously. The tan-collagen compound becomes less suitable, a considerable proportion of the fixed tan being capable of removal by contact with water alone.

Iron Rotting

Iron rotting of vegetable tanned leather is a type by itself in as much as the presence of iron tends to catalyse the breakdown of the leather. Such deterioration is not considered in the present paper.

Conclusion

In this country, with its range of seasonal variations involving wide fluctuations of temperature, humidity, air current, etc, extra precaution has to be taken for the preservation of leather bound books. Consideration of the factors discussed above would suggest that, apart from taking the usual precautions, attention should be given particularly to the control of circulation of the air within the library, together with the maintenance of right conditions of temperature and humidity. Treatment of the vegetable

tanned leather with aluminium salts or better still coating it with such impermeable material as cellulose nitrate or shellac, suitably plasticized, will go a long way in sparing the leather from the ravages of the weather and the polluting atmosphere of the environment. The requisite technical know-how is available with the Central Leather Research Institute, Madras and book binding leathers conforming to these approved specifications can be supplied by the indigenous tanning industry. Leather binding of books constitutes a distinct work of art and as long as leather continues to add to the artistic and functional worth of the bound volume, discriminating book lovers all over the world will go in for leather as, verily, 'there is nothing like leather'.

K. Krishnamurthy

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Library Centred Teaching Project

by Shri G. Srinivasachari,
Co-ordinator, S.I.T.U. Council of
Educational Research, Madras-28

The S. I. T. U. Council of Educational Research, has been conducting the Library Centred Teaching Project in select schools in the State of Madras for the past three years. In this article it is proposed to give in broad outline the origin and development of the Project.

The Problem

At present High School education mainly consists of finishing syllabi and the text books prescribed. In the shaping of these, the teaching faculty has little or no hand. The process of teaching and learning has for long been unduly dominated by the requirements of an external examination with the result that the pupil's pabulum of thought is limited to questions and answers dictated by the teacher supplemented by cheap printed notes sold in the bazaar. Teachers' initiative and pupils' self-reliance are conspicuous by their absence in our high schools. For developing the library habit in pupils or for creating an interest in them to read for pleasure and information, conditions obtaining in most high schools or anything but satisfactory. The Council thought of doing something which may help to reduce the evils of the prevailing condition.

Origin of the L.C.T.

The Reading Habit Competition originally started by the Madras Library Association was actively taken up by the Council. The joy and enthusiasm shown by the pupils that participated in the competition demonstrated the possibility of promoting self-effort among pupils under proper

guidance. Perceiving this, Shri S. Natarajan, the Director of Projects of the Council of Educational Research posed the question "How far is it possible to relate teaching in the class room to pupils' reading to the end (i) that the reading habit may be fostered in pupils and (ii) that the pupils may be trained to gather material by the study of books and the use of reference books?" This led the Council to design a teaching a learning process called the Library Centred Teaching. The Council sought the help of Dr. S. R. Ranganathan to give the L.C.T. a philosophy and train a few teachers.

Six teachers from five high schools, four from the city of Madras and one from Coimbatore, were given a six weeks' course in the L.C.T. by Dr. S. R. Ranganathan, partly at the Documentation Research and Training Centre in Bangalore and partly at the Ramakrishna Vidyalaya Training College, Periyanaickenpalayam. The course lasted from April 22 to May 31, 1963 and consisted of lectures and assignments for practical work.

The lectures covered social and psychological factors calling for a change in the teaching technique. Emphasis was laid on the correlation of class room work with the stimulus of the various elements in the environment of the pupils with special reference to (i) the place of books and of the library in the educational process and (ii) organization of preparatory study, parallel reading and follow-up study. Practical work (which was in the charge of the present writer) included preparation of designs for the teaching of specific topics in knowledge subjects of the curriculum and directed reading.

In the school year 1963-64 the experiment was tried in three city schools and one mofussil school.

Procedure

The procedure followed in the L.C.T. approach may be briefly stated as follows :

The syllabus may be cut up into well-defined units, each unit capable of being sub-divided into interlocked small sub-units. After giving a brief introduction to the topic of study the pupils are assigned sub-units to be worked out. Books and materials for study and use should be ready at hand in the classroom. Individual work may be assigned by the teacher or by the group leader in consultation with the teacher. The teacher goes round watching and guiding the students. After the allotted time is over the groups re-assemble for comparing notes, and discussion.

Consolidation of points gathered for each unit or sub-unit is important. As a general rule the last week of every month may be set apart for consolidation and evaluation. The cultivation of desirable attitudes towards study and habits of thought is important in this procedure.

It will be seen that opportunities for pupils to think, reason out, and draw inferences are provided in this scheme. The teacher also gets an opportunity to discover the *individuating particularity* of each pupil. The units of study in the Library Centred Teaching are different from the usual subject-matter units which rely on formal methods, assignments and distinct lesson types, in that they offer experience units which utilise co-operatively planned procedures suited to situations and sources in great variety. The teacher is expected to be watchful so that he can assess the state of affairs and diagnose the needs within each group.

The experience gained in the experimental classes of the four schools showed that it elicited enthusiastic response from the pupils. From the fact that 8 city schools and 8 mofussil schools participated in the four day Seminar on L.C.T. (April 20 to 24, 1964) organised by the Council and directed by Dr. D. B. Krishna Rao, it may be deduced that the idea of the L.C.T. had begun to gain ground. Twenty seven practising teachers took part in the Seminar. The first day was devoted to the consideration of the report of the experiment and working paper relating to the future of the L.C.T. Among the important conclusions, that emerged from the discussion are (i) that schools should do everything possible to make pupils think, reason out and draw inferences by the promotion of self-study among them, and (ii) that the L.C.T. approach may be applied to all the subjects of the curriculum.

The second day the issues on how to develop reading interest and skills were discussed and recommendations made.

The third day was devoted to a discussion on School Library Service. A great deal remains to be done to establish the concept of library service in Secondary schools. It may be of interest to readers of this journal to know that the Council conducted a survey of library service in select Secondary Schools in Madras and Chinglepet district and has brought out a report.

The fourth day was devoted to a discussion in School Library Organization, with reference to functions of the school library, personnel of the library, accommodation and organisation.

Descriptive details of the Seminar will be found in the Council's Bulletin No. 11 titled "Library as an Effective Instrument of Learning in Secondary Schools".

The following resolutions were passed at the plenary session of the Seminar.

(1) It was resolved to recommend to the State Government the appointment of an expert committee to make a survey of school libraries and give suggestions for improving them.

(2) It was resolved to request the State and Central Governments to make available copies of lists of their publications to schools so that schools may request them to supply such books as would be useful to them.

(3) It was resolved that the South Indian Teacher may be requested to publish particulars about sources where free publications useful to schools could be had.

(4) It was resolved to request the University of Madras to organise a short term Summer Course in Library Service for teachers deputed by secondary schools.

Dr. A. Lakshmanaswami Mudaliar, in the course of his valedictory address, welcomed the effort to stimulate reading in teachers and pupils and said that he would accept the proposal for a short term course in Library Service but would like it to be in December instead of in summer.

In the years 1964-65 and 1965-66 the number of schools experimenting with the L.C.T. Project rose to 15.

Among the handicaps noticed was the dearth of Tamil books in History, Geography and Science for supplementary reading. The Council therefore launched on a Book Production Project. A Planning Committee was appointed and on its recommendation it was resolved to produce Tamil books in History, Geography and Science, in the first instance, for Standard IX. An editorial Committee with Prof. A. Srinivasaraghavan was appointed. Teachers interested in the project were invited to write books. A meeting of the Editorial Committee was held on December 3, 1965. At this meeting guide-lines for authors were prepared and the titles of books were decided. Later, authors and editors met to discuss the scripts received with a view to getting them ready for the press.

It was proposed to produce nearly 30 titles in all during the year 1966-67.

One hundred and three schools likely to be interested in the L.C.T. Project, were circularised about an L.C.T. Seminar and the Book Production Project. 27 schools in the State representing all the districts except Nilgiris and Kanyakumari responded to the circular; and their representatives met at Madras for a two-day Seminar (July 23 and 24, 1966) at which it was decided to try out the L.C.T. in the year 1966-67. It was found that the participants were receptive to a short course on Library-Centred-Teaching. The experiment is now being tried out in nearly 30 schools spread over different districts in the State of Madras, and a proposal to evaluate the project and the extent of the usefulness of the books produced is under the active consideration of the Council. The Council proposes to bring out similar books for Standards X and XI in due course. That the L.C.T. has stimulated thought among teachers may be seen from the questions that are being asked: What is the L.C.T. like? Is it the same as the Project Method? Is it a modification of the Dalton Plan? Why do the sponsors fight shy of calling the L.C.T. *a method*?

The L.C.T. is an approach to teaching and learning. It is not called a method because every method propounded has some rigidity about its principles and procedures to claim an individuality of its own. The L.C.T. approach is flexible enough to borrow from any good and wholesome method for its purpose. In this scheme the library which includes audio-visual aids is the most important tool for teaching and learning. The central idea of the L.C.T. is to watch for the discovery of what may be called the nuclear element in the pupil or his individuating particularity so that he may be helped to develop to his full stature. Its advantages to the pupil and the society deserve wider attention than has so far been given to it.

At present the rigidity of the syllabus and the timetable and the requirements of the examination have almost frozen the thinking faculty of teachers. There is a general reluctance to accept anything that is not in vogue. However, the experiment is being watched by a great number of schools.

Three of the schools experimenting with the project will be sending pupils of the experimental class for the S. S. L. C. Public Examination in March 1967. It is hoped that the results of the examination and the experience of teachers in charge of the experiment in different schools will reinforce the idea of the L.C.T. Young teachers involved in the project say that they require a clear cut programme and teaching technique. The Council

is contemplating to bring out a booklet with suitable illustrations to explain the methods adopts.

The critic says that there is nothing new in the L. C. T. approach. True, but good old principles taught at the Training College lie buried under the earth as diamonds in a mine. They are being unearthed and polished to illuminate teaching and learning in a new setting.

To the teachers who scoff at the L.C.T. only to continue to maintain the status quo, it says, "Let us part as friends, Good-bye." To the teacher who has roused himself to a sense of awareness of the evil of continuing to maintain the status quo the L. C. T. says, "Come, do and dare in a spirit of adventure".

Indeed, education has to be studied as a discipline and pursued as an adventure. That is the spirit which the Library Centred Teaching in its true votaries.

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Other side of the Counter

by A Reader

It is said that, dissatisfied with the British Museum Library, Thomas Carlyle, with the help of his friends, formed the London Library. Most people in India will only envy him the ease with which he could do so. Without being great men of letters, there are persons in our country who would, if it was possible, devote themselves to a life of scholarship. The greatest obstacle is the lack of books.

Madras is said to be "enlightened" in many ways. It certainly is not in its public libraries. There are a certain number of these, but in none does the member (the ordinary public are beyond the pale) receive satisfactory service. The authorities in charge of these libraries may be distinguished graduates in librarianship, they may have delivered innumerable exhortations at seminars and conferences of librarians, they may even have written sparkling and penetrating books on the subject. But, when it comes to administering their own libraries, they display a shameful narrowness of mind and suspicion of the member.

Every library should work within a framework of rules and regulations. But these should be implemented so as to be of help to the member. Instead, they are being interpreted in a spirit of harassment. Members have begun to suspect that the libraries have a vested financial interest in the collected for the late return of books. The whole idea is repugnant to "fines" modern thinking. While, in the interests of other members, it is necessary that no one should be allowed to retain a book for unduly long periods, it makes nonsense of all enlightened ideas if "fines" are exacted for the late return of books by a day or two only because the member could not help it.

In a very prominent library in Madras city, generously supported by the Government and some national bodies, the member is not allowed to ask for the renewal of the loan once the date of return has passed. He is

required to return them peremptorily, whatever inconveniences he may face. He may have broken his leg, a relative of his may be ill. The library takes no account of these mishaps. It sternly insists on the return of the books in time, or it will know why. The defaulter, when he presents himself at the library, is treated as something like a malefactor, as if he had robbed a temple or assaulted his grandmother. Disapproving servitors frigidly direct him to a separate counter where a worthy, somewhat like Rhadmanthus, decrees what sum he should pay as penalty. The money is received in chill displeasure his tickets are thrown at him, and he slinks away.

Another eminent seat of learning devises ever new refinements of abstraction of money from its members. The rules so called are interpreted as the clerks, for the time in occupation of the seats of power, think fit to decide. Everything has been devised to discourage extensions of loan. The member is required to remain at the telephone for at least fifteen minutes while there are comings and goings at the other end. One clerk one day may decide that the extension of fourteen days takes effect from the day the extension is required, perhaps a day or two earlier than the due date. Another may choose the normal procedure of extension from the date mentioned in the label. The result is the member does not know what will befall him at the library when he turns up with the books. His fate whether they are considered to have been properly renewed or not, depends entirely upon the caprices of the mighty clerk in charge.

I stress this question of "fines" only because it is indicative of the suspicious attitude of most libraries in Madras city towards their members. The presumption seems to be that these members are robbers, intent upon enriching their personal libraries with loot from the public libraries. Or, they may go and sell the books in the Moore Market. Undoubtedly there have been some abuses, and these will continue to be. But is that justification for the discourteous way in which the members are treated?

Many people continue to be members of these libraries despite the bad treatment *because there is no alternative*. But there is another hazard. It is practically certain that the book one wants will not be available on the shelves. It is legitimate if some other member has borrowed it. Many foreign libraries make available more than one copy of a book expected to be in demand. But that refinement, that courtesy may not be expected of Indian libraries, and the wise member does not. But surely it is most unreasonable when large numbers of books are suddenly removed to "departmental" sections and other mysterious and secred places to which the common member, as distinct from the privileged one, has no access. It is only equitable that fresh copies should be made available to the unsanctified members. That, however, is the last thing even to be thought of. The member should be thankful for small mercies.

In the result, no serious study is possible except by research scholars and similarly privileged persons. It does not seem to occur to the eminent librarians that, in a big city like Madras, there are persons who, though neither research students nor any other kind of professional scholars, do like to do some scholarly work, and that they should be helped in every way. I would go so far as to say that the lack of sustained learning in Madras city is partly due to the active discouragement by the libraries.

It is only a day dream, but sometimes I yearn for the day when I shall be able to enter a library with a light heart. I shall not fear that I shall be asked to stand and deliver by these modern highwaymen, the clerks at the counter. I shall expect to go gaily into the stack room confidently expecting to be able to borrow the "Epigraphia Indica" volume I need. If I cannot locate it, I shall know that somebody in authority will help me find it or inform me authoritatively that some other member has borrowed it (which is a reasonable explanation). I shall be able to return home with the books I require to follow in my own way the studies I am fond of.

But this is only a day dream. What frequently happens is that I enter the library, sign my name in the register, a privileged servitor breathing over my neck to see that I do not commit forgery. I negotiate the return of the books with a beating heart. I look beseechingly at the stern clerk, silently imploring him to forgive my trespasses even though I may have committed none. If the verdict, founded on some Judge Jeffreyan interpretation of the elastic laws, goes against me, I part with some cash and slink into the stack-room, looking for all the world like a detected malefactor. If, on the other hand, I am acquitted, I step in jauntily. The jauntiness, however, does not last long. As I am turning over the books on the shelves, I am uneasily aware of some hostile scrutiny. Some Gestapo agent is prowling nearby to see that I do not abstract any volume. If I survive this examination. I go and humbly request some worthy to assist me in locating the book I want. I shall perhaps find him deep in the study of an exciting novel, and I shall be fortunate if I make him understand what I want at the third or fourth attempt. If lucky, I shall be referred to the index (which nobody however weak his eyesight, can miss); if unlucky, I shall be told of the Librarian's special orders or some regulation brought into force since the last fortnight.

So, instead of the "Epigraphia Indica" volume I want, I content myself with a volume of "South Indian Inscriptions" I do not want at the moment and slink out of the library as after a great emotional ordeal. Little wonder there are few genuine amateur scholars in the teeming city of Madras. The libraries see to it.

Engineer and the Library

by Shri R. Thillainayagam,
Highways Research Station,
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An Engineer nowadays receives formal engineering education for a period of about four to five years after completing his general education up to Intermediate or Pre-university standard. Even during the period in which he receives engineering education his time is mostly spent in the acquisition of only basic engineering knowledge in whatever branches—civil, electrical or mechanical - he may specialise.

Many of the graduates enter their professional career with only such basic engineering education. Most of them find that the nature of work they actually do in their professional career is not quite the same as the formal engineering education they received when they were in the engineering colleges. Some time it happens that a Mechanical Engineer may have to become an Irrigation Engineer and conversely a Civil Engineer may have to become a Heating and Ventilating Engineer, for want of suitable opening in the field in which they received their engineering education. In the past such engineers were not handicapped by lack of formal education in the field they were actually engaged. The engineering knowledge they acquired in the job was found sufficient for their day to day work. Many of these engineers proved themselves very successful in their job.

‘But to-day every economic system rests on specialisation. Without it, we should return to a subsistence economy and to the low and precarious standard of living typical of such economies.’ It is only with this in view, in many of the Higher Technological Institutes, post-graduate courses in various specialised branches of engineering have been started at Master’s and Doctorate level. Even such education is only of the order of two years’ duration for the Master’s level and about four years for the Doctorate level. But the span of an engineer’s career, from the period of his first appointment to the period of his retirement, is nearly two to four

decades. During this period engineering does not remain static. The rapid dynamic development of engineering knowledge makes the knowledge of 1965 obsolete in 1966. Hence, it is essential that engineers, to be useful to the society in which they live, should keep their knowledge up-to-date and to the level of the society in which they live and work.

Some of the ways an engineer can keep himself up-to-date are:

- (a) By becoming a member of the Engineering Societies (like Institution of Engineers, Institution of Telecommunication Engineers, Indian Institute of Road Transport etc.) and taking as active part in the technical discussions and by the use of the libraries attached to these Engineering Societies.
- (b) By perpetual self education.

The membership in Engineering Societies is generally restricted on the basis of academic qualification or on a pass in the examination conducted by the Engineering Societies. Hence, the only other alternative method by which an engineer can keep himself up-to-date is by self-education, *i.e.* by reading for himself the literatures available on the subject he is interested in. The income of the engineer in India is so low and the other claims on his income are so many that it is hardly possible for him to spend any appreciable amount out of his income to acquire some, if not all, of the books, and magazines pertaining to the subject in which he is interested. Hence the only other alternative open to him is to turn to the library for help.

‘The library is a means of universal perpetual self education’. Such self-education is urgently required for engineers, in a rapidly changing engineering world. The libraries that are generally open to the engineers are :

- (a) Open to all Engineers
 - (i) Engineering Society Libraries (Institute of Engineers Library, etc.)
 - (ii) Legal Deposit Libraries (Connemara Library etc.)
 - (iii) Local Library Authority Libraries (Local Library Authority Madras, etc.)
 - (iv) University Libraries (Madras University Library, etc.)
 - (v) Foreign Information Service Libraries (British Council Library, American Library, etc.)

(b) Open to Members of the Institution only

- (i) Polytechnic and Technological Institution Libraries** (Central Polytechnic, Engineering College, Indian Institute of Technology, Alagappa College of Technology, etc.)
- (ii) Government Departmental Libraries** (Libraries of the various Engineering Departments as of Chief Engineer, P.W.D., Chief Engineer, Highways Port Trust, etc.)
- (iii) Government Research Institution Libraries** (Highways Research Station Library, etc.)
- (iv) Private Research Institute Libraries** (South India Textiles Research Association, etc.)

All the libraries in group (a) are generally in charge of one or more qualified librarians (i. e. with academic training in Library Science). The libraries in group (b) are generally in charge of one of the Technical Officers of these institutions assisted by one or more qualified librarians. In this group, except in the Polytechnic and Technological Institutions, the libraries generally deal with the subject of interest to the Institution i. e. the Highways Department Library deals only with Highway Engineering and related subjects. This article is confined only to such special libraries.

‘Special Libraries serve a specialist clientele, located within a single establishment or group, and all engaged in working towards one common purpose’. The criterion for special library service is whether an organization can do without it - not whether it can be afforded. Sometime, it is difficult to convince the organisation that a library is essential and not a luxury which benefits only a few people. Although themselves non-productive, the library and information service are a vital part of a specialised organisation. The library is the Central Information point in the organization. It acts as a filter for the flood of information coming in. It reduces duplication of research effort and it directs specific material to staff who need or can use it. The library is an active and dynamic part of the organization. Therefore, every specialised organization should have a full fledged central library, so that every member of the organization may draw upon its resources whenever there is a necessity. It may be necessary to have smaller regional libraries also depending on the organizational pattern.

A qualified Librarian or Information Officer is essential at the Central Library. The ideal arrangement is sometimes considered to be to appoint both a Librarian and an Information Officer, the one to exploit the

material and the other to interpret technical queries. Both can work together in a complementary fashion. Alternatively an Information Officer, who is a technical person qualified in Library Science, may be employed. The regional libraries could be managed by an assistant with the help of the Central Library.

Engineering Information may come in many shapes and sizes, ranging over books, periodicals, pamphlets, reports, translations, correspondence, standards, patents, papers, news cuttings, maps, photographs, films, slides, microfilms, etc. Collections invariably begin with books and periodicals. In research institutions periodicals, pamphlets, preprints, conference papers, reports etc., are of particular importance, as these feed the research institutions with the latest information from all parts of the world. Government department and government sponsored establishment libraries operate on an annual budget. Various departmental officers have different powers regarding purchase of books, plans, maps, etc., ranging from Rs. 50/- per year to full power (i.e. without any monetary limit). For special research institutions, a fixed amount is sanctioned per year. The expenditure towards the purchase of books is normally charged to the contingent expenditure of the organization.

The library is generally open only during the time and day the institution functions. Books are issued to members of the institution on token system, or by making entry in a library Issue Register. The number of books issued depends on the status of the member in the organisation. A Special Loan register is also maintained when a number of books are to be issued at a time for reference in connection with the organization work, and also when books are to be issued, as a special case, to non-members and other institutions. For persons in the mofussil, books may have to be sent by post also.

The development of any information service involves the creation of special services handled by specialist staff for such thing as abstracting, literature searching, and translating.

The number of learned periodicals, not only taken as a whole, but even in any single subject, has grown so large in recent years, that a reader has to spend considerable time in glancing through myriads of articles before selecting those really useful to him. The modern practice in many of the learned periodicals, is to publish 'Abstracts' along with the papers. A prescription to this effect has also been made by the Indian Standards Institution for the make-up of periodicals. But there are still many periodicals appearing without such 'Abstracts'. In such cases it is necessary for

the Information Officer to prepare abstracts of articles of value with the help of the Technical staff. It is necessary to store such pre-prepared 'Abstracts' appearing in the periodical and those that are prepared in the library by suitable method so that the information stored may be retrieved without any difficulty on a future occasion.

Before taking up a research scheme it may be necessary to have an idea of the work done so far on a particular problem. Hence, to facilitate the study of the previous work by research workers it is necessary to compile a bibliography on the particular problem. Such 'bibliographies' help to avoid the duplication of research work. The library could be of immense help in this direction also.

The library could also get some of the articles, of interest of the Institutions, appearing in foreign languages translated by its own staff or with the help of the INSDOC. Photo-copying is also a vital service. Besides this the library also plays an active role, in the dissemination of information by helping in the compilation, editing and publication of Annual Reports, Research Notes, Bulletins and articles in learned periodicals.

The library should also take an active part in the participation of the Institution in various Committees and Conferences. This will include such work as the convening of meetings, preparation of the agenda for the meeting, communisating the minutes of the meetings, transmitting remarks on various reports and standards before the due date.

No special library or information service can supply all information from its own resources. Co-operation minimizes duplication and creates access to a range of material and sources of information which no individual organization would economically provide. Hence, many of the Special Libraries can become institutional members in other libraries or may have some mutual arrangement for inter-library loan.

Bibliophagy* by Biological Agents

by Dr. M. Anantaraman,
Professor of Parasitology,
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The protection of books, periodicals and documents against spoilage by insects, rodents and fungi in humid tropical places, apart from the indiscreet users themselves, is one of the primary responsibilities of a librarian. His concern is to store them on the shelves in such a manner that they would be least susceptible to the ravages of these biological agents while still being accessible to the reader. In most tropical countries, these hazards have to be specially guarded against and precautionary measures will necessarily be based on a knowledge of the identity of these insects and other enemies and their feeding and breeding habits. Destruction of the insects would then be attempted by the application of suitable chemical substances.

The damage to books by termites and book-worms has been known for centuries and cedar oil was the first preservative to be used by book-lovers and libraries. It is recorded that the Chinese evolved an insecticide "huang-nieh" from the seeds of a cork tree, in the third century A.D., and book-makers added it to the paper during manufacture for making it proof against insect damage. In the course of the last three or four centuries several chemicals like alum, thymol, benzene, camphor, cinnamon, clove, creosote, formalin and parts of plants such as leaves of neem and Pyrethrum, black pepper, powdered tobacco, have been employed for this purpose. Thus, it might truly be said that this has been a problem for man since the time he invented paper and used it for preserving and spreading knowledge.

Termites

The all-too familiar "white ant" is among the most dreaded of the marauders on a book-shelf. Termites have been inhabitants of the earth

* Biblio = book.

Phagos = eating.

much before man, and number nearly two thousand species. They live in colonies of workers, soldiers, kings and queens, either in tunnels in the soil, or above the ground in wood, often venturing into buildings nearby in quest of food. Their food is mainly cellulose found in wood and paper as well; the entire library — wooden shelves and books — could be overrun by these insects and reduced to waste, not to mention the risks to the index cards, photographs, files and wooden structures in the building. The common Indian representative goes by the name of *Odontotermes*. Any library with wooden fixtures would have to face the fear of a termite attack any time, and should be under constant vigilance. Cupboards and Shelves with moisture about might themselves become termitaries overnight.

Silverfish

Ctenolepisma is a common silver-fish, a glistening soft-bodied insect with three processes at the rear end. It is invariably discovered among records and books which have not been removed for some time, and at the back of calendars and photographs hung close to the wall. Silver-fish feed on starch, paste and glue and therefore damage the spine of bound volumes, labels, covers, corners of boxes and photographs to the greatest degree; they also carve holes on paper and festoon their edges, especially if paste or gum had spilled over these areas. They prefer darkness and conceal themselves behind the stacked volumes.

Cockroaches

Cockroaches need no introduction. They are ubiquitous and breed [without planning !] in dark and filthy corners of houses, cupboards, kitchens and store-room drains, and libraries too. They appear to have according to zoologists, different nationalities among themselves. The American cockroach (*Periplaneta Americana*), German cockroach (*Blatella germanica*), and the Oriental Cockroach (*Blatta Orientalis*) but the first one, true to its name (*Peri*: around; *Planeta*: earth) is distributed all over the globe and is the largest among the three. All of the three species are winged, except the female of the Oriental species.

The cockroach is a scare for the fair-sex, owing to its repulsive odour and is suspected to spread diseases such as leprosy, cholera, typhoid, dysentery and poliomyelitis. As if this was not enough justification for exterminating them, they also invade libraries to consume and defile the volumes attracted by the cloth and buckram to which some adhesive has been applied. Besides nibbling and peeling off book covers, corners, and pages, they discharge a dark exudate which leaves ink-blot marks on the pages. Their

nocturnal habits give them the advantage of an exclusive use of the library when members have had their turn during the day.

Book Lice

No true lice by any count, they are rather small, soft-bodied, grey or yellow insects, with chewing propensities, and crawl on books rarely removed from the stacks which also get damp for one reason or another. They may nourish themselves on the paste or on fungi which grow with dampness.

Book-worms

As a metaphor, 'Book-worm' is complimentary but no book-lover would encourage the young larva of a beetle which worms its way through thousands of pages. Not only can it run through a volume from cover to cover it could — in the span of a few weeks—bore through several volumes, from one side of the shelf to the other. It has the reputation of feeding on paper and even poisons such as arsenic and lead. Nearly 200 species are known in the world. The females deposit the eggs on the edges of the pages and the emerging larvae tunnel into the books in the fashion of a burrowing animal. Opening a precious edition of an anthology of verses or quotations, after a fairly long interval, I have found to my despair, the inside of the covers showing up faint outlines of tortuous channels, and a larva here and another there lying still and motionless. The rest of the book could be saved only if these were removed skilfully and killed.

The Mason = wasp

The last in the array of book-enemies is the least suspected hornet, or mud-wasp *Vespa cincta*, a reddish-brown insect that builds its battery of nests of clay on a window-pane, table-corners, and the opening side of books which is directed inwards while on the shelf. It is an absorbing occupation to watch the wasp bring pellets of moist clay from, God-knows-where again and again, to the same spot, build the cells of its nest plastering it with the dexterity of a mason, and hoarding caterpillars in them for the progeny to be raised. But if the hornet should choose the interior of the shelves, and complete its parental obligations not knowing a book from a plank you will find all the pages of the book sealed together by the dried mass of clay. And any little clay defies the ingenuity and skill of the human brain. Hornets also sting badly and library staff may be the most favoured targets of their attack. Ruthless destruction of the maternity chamber is nevertheless the only recourse to be had.

Moulds

Fungal growths on books are commonly observed when the atmosphere is humid during the monsoon, or when they are stored in damp places. They discolour and destroy the texture of the paper and could ruin the printed pages or cover beyond repair. The mould or mildew appears first as a soft, white coating later turning into blue, green or yellow and identified as belonging to the genera *Aspergillus*, *Penicillium* etc. Chrometanning is reported to make the leather less subject to moulds, and various fungicides are known to be in use.

General Principles of Control

Several technical publications are available for formulating control measures specifically against insects and fungi. But some general recommendations could be made here with advantage.

- (a) The design and construction of the library building should be such as to promote adequate ventilation without too much exposure, removed from drains, water-closets etc., to reduce dampness and insect propagation, and fitted with metal furniture.
- (b) Wooden furniture should be protected (coated with) preservatives to make them insect-proof.
- (c) Termitaries in the vicinity need to be promptly detected and destroyed.
- (d) Fumigation of the stack rooms with any one of the various chemicals to destroy insects like cockroaches and hornets.
- (e) Dusting and spraying of powder or liquid insecticides judiciously.
- (f) Regular dusting, cleaning and airing of books with re-arrangement whenever possible.
- (g) Books in private libraries could be protected by practical devices such as wrapping them with polythene covers, inserting margosa (neem) leaves between pages, or exposing them to camphor, naphthalene, creosote, or clove oil vapour by soaking a piece of cotton wool in the oil and leaving it in a glass vial inside the cupboard. Para-dichlorobenzene crystals bundled in small cotton pouches will keep off any

contents!’ While a student at Amherst College from which he graduated in 1874, he worked in the college library and it was about this time that the draft scheme for the book classification with which his name is immortalized took shape. After graduation, he joined the college library and worked as assistant librarian and his Decimal scheme was growing apace side by side with his job. The love for the library profession became so irrepressible in him that he found time to visit scores of libraries and contact fellow librarians and correspond with them and study the nature of profession in the country as well as its needs and requirements.

Dewey who was born on December 10, 1851 married on October 19, 1878 when he was 27, Annie Roberts Godfrey who was herself a librarian working in the Wellesly College at Boston. The marriage proved a great success as Dewey found in Annie an ideal spouse.

Dewey who was pursuing his work on classification with great zeal and fervour was ably assisted by a devoted friend Walter Stanley Biscoe, as well as by the professors of the various departments of studies belonging to the Amherst College. The classification scheme was tried in the Amherst Library for a period of 3 years and the reaction to this new device from the readers was carefully studied and found to be favourable. The first edition of the scheme covered just about 42 pages of printed matter and in course of time grew into a volume of 2,000 pages in later editions. “By 1927 it was in use in 96% of all public libraries in U. S., 89% of College and University libraries and in many thousands of other libraries in every corner of the civilised world” In fact in the next few decades the Decimal Classification became a sort of an international bibliographical language.

Library School

Dewey endowed as he was with far sighted imagination felt the need for a school to teach the subject of library science to aspirants for the profession. A School was opened in January 1 87 at Columbia and Dewey it was said, “was the school”. Unfortunately, he had to resign from office on January 7, 1889 as the trustees did not look upon with favour the admission of women students in the school! Dewey shifted the school to Albany in April 1889 which ultimately become well known as the New-York State Library School. In his capacity as state librarian Dewey was also its director till 1905. The authorities of the Columbia University realizing their folly in aiding the migration of the school to New York made amends amply by inviting Dewey back to its folds. The library school at Columbia under Dewey made considerable headway and proved a brilliant

success. "The wisdom of Dewey's insistence that women be admitted into library work is now about as self-evident as the success of the school itself."

Dewey was greatly responsible for tending the American Library Association through its formative years to full life and maturity. He was one of the important librarians that journeyed to Britain to help form the British Library Association soon after the formation of the American Library Association. He was instrumental in forming the New York Library Club in 1885 and in founding the New York State Library Association.

Library Journal

The credit of establishing the world's first library journal is shared by Dewey with two others. As a contributor to this journal is an exemplar for outstanding merit and industry. He edited and published single handed from 1886 to 1898 "Library Notes" the second of library periodicals with indefatigable industry.

Dewey was remarkable versatile and showed great proficiency in shorthand which he delighted to teach the students in Amherst College in his younger days. He anticipated Bernard Shaw in striving for a spelling reform and felt inspired when he wrote his name as "Dui". The Decimal Code published by him is an epitome of his spelling reform zeal as almost all subjects listed therein are spelt unconventionally. The Spelling Reform Association was born from the American Library Association and Dewey was for 60 years its active secretary.

Some great men have been eccentric and Dewey does not appear to have an exception. It is said that he had an extreme fondness for fountain pens and delighted in carrying "a row of five, each one filled with a different coloured ink and had on his desk a whole battery of others of assorted shapes and sizes each one adapted to meet some special purpose".

On August 3, 1922 Dewey was bereaved as his intellectual wife and ideal companion for 44 years passed away. (His son Godfrey born on September 3, 1887 was a world authority on Shorthand) Some two years after Annie's death Dewey took a second wife who was a great friend of Annie. On December 26, 1931 the father of the world renowned scheme of classification shed his mortal coils and his ashes were interred in the crypt beside his wife Annie's in the lake Placid Club Chapel.

The man is no more but indubitably the work he has left behind is a great legacy to mankind.

My Impressions of Public Libraries in U.K.

by Shri M. P. Govindaraj
Librarian, District
Central Library, Madras

The year 1965 was an year of importance to libraries in England as they had to plan for wider functions and better services under the new Public Libraries and Museums Act 1964 which came into force from April 1965. Also at the same time the amalgamation and regrouping of different Borough Library Systems were carried out in accordance with the provisions of London Government Act 1963. To add to these the first ever "National Library Week" in Britain was held throughout the country from 12/19 March 1966.

Although Public Libraries do conform to a set pattern in general there are nevertheless differences between them in Organisation, Administration and other activities. In this article it is my desire to refer to some of the differences I noticed between those found in the United Kingdom and our own libraries here.

Organisation

The merit of the British Public Library System lies in the "Service" to Readers being rendered. The new Act rightly imposes a duty on Library Authorities to provide a comprehensive and efficient Library service. This is one of the many important changes effected by the new Act. Powers are no longer permissive as they still are in our Act, which are "adoptive". Many of the Public Libraries in England have very old buildings bursting at their seams so to say, but inspite of this inadequacy very good and efficient service is rendered having cent percent coverage in area. The emphasis is on Service, not on accumulation and preservation of books. The fact is there are fewer and bigger library units and libraries, leading to better organisation.

We in the Madras State cannot take pride in counting the number of Libraries and saying that almost all areas have libraries and Library Service if that service is confined to the provision of Newspaper Reading Rooms and nothing else. Neither can we be satisfied by opening Delivery Stations or Centres containing a few hundred books when there is manifest need for a full time Branch Library.

In Madras State in the year 1965 out of 1894 Service Stations, it is noticed 1108 have been Delivery Stations (vide 38th Annual Report of MALA). This amounts to nearly 60%. A majority of these Delivery Stations are located in Schools. There are very many practical difficulties involved in the normal functioning of Public Libraries in Schools and Schools are not the best location for public Libraries. It is not necessary to open more and more Libraries but it is absolutely essential to see that Library service reaches every door in the country by means of a Travelling Library Service.

To quote Mr. K. G. Harrison, City Librarian, Westminster Public Libraries - "The overprovision of Branch Libraries in the past is now seen to have been a mistake and the present tendency is to redevelop providing fewer but larger service points with better potential".

The Opening of more and more Branch Libraries may be hailed as achievements today, but is bound to become handicap tomorrow. We cannot afford to be blind to the "writing on the wall".

Quality is all the more important as a bad library is of very little value and may be and often is an extravagant provision. It is felt some sort of a Standard is essential for a Branch Library, with a minimum floor area, working hours, stock and staff.

Almost all libraries in England have separate Reference and Lending Departments each with its own stock. This may be a good system as it ensures availability and usage of important books on the premises. Also the noise and hubub of people who come to borrow light Fiction is removed and readers are given the right atmosphere to sit and read undisturbed. At the same time I wonder whether separate Reference and Lending Departments are necessary in as much as they tend to segregate and separate both readers and stock. For example there are too many people who use only Reading Rooms, only Lending Departments, only Reference Libraries.

Information Bureaus

Another difference I noticed is the provision of Information Bureaus of Information Desks in the Libraries. It is the Readers Advisory Service,

the face to face relationship between a patron with a request for some particular information or books as the case may be and a Librarian with the skills and knowledge adequate to answer the request. Each Library should have a Readers Information Desk manned by a competent Professional Librarian and also a Librarian on duty constantly circulating among readers, offering help to those who appear to need it. This is real service and this differentiates the Library from a book shop or a Store-house.

Local Collections

All Libraries have a collection of Local materials — history of the place, topography, collections of maps, drawings, photos, mounted paper cuttings etc. which are preserved for posterity. The Local dailies are perused and news of items of interest are indexed with the Heading and a brief outline of the matter with its sources. Micro-films of past copies of Local dailies and National Newspapers are also made available and readers consult them on Micro-readers.

Joint Library Service

Joint Library Services between 2 or more Authorities and other measures of co-operation are also organised. Such arrangements enable the public to have the benefit of a service conducted on the largest scale possible. For example near the border areas instead of each authority having a Branch Library one big Joint Library would be set up, each authority sharing a fair proportion of the total expenditure.

School Library Service

The few lines noted below taken from the Essex County Library Annual Report gives an idea of the development of this service and its requirements in England.

“Over the years there has been a marked change of emphasis in the type of books requested by the Schools and in the type of service demanded. The original conception of a supply of books of general interest to encourage reading has broadened to include the supply of books required to support the teaching in the Schools. The School Library Service is in fact no longer concerned with books which children can read. More and more adult books, both fiction and non-fiction are being added to the book stock and schools are looking to the service to supply books which would have been considered well outside the original scope of the scheme.”

In the Cambridge Public Library there is yet another service called “The Study Box Service” whereby ready made collections of books on Astronomy, History and other subjects are lent to schools for class use.

Special Facilities Provided by Co-operation

Earlier I mentioned that the merit of the British Public Library system lies in its Service. This service is not covered by individual library efforts alone but is achieved by all libraries working together in voluntary co-operation. The degree of co-operation is found to be more in the case of Metropolitan Libraries and many 'special collections' schemes are in vogue. The following are a few of the Schemes adopted.

Subject Specialisation of Non-fiction and Periodicals

Each library in the Metropolitan area agrees to buy all books published in England dealing with certain specified subjects. The individual subjects, taken together cover the whole field of knowledge. In addition to the scheme of co-operative purchase by subjects, each library aims to preserve permanently the books, purchased within its field and also to take from the other libraries such older books, as may no longer be required. Thus atleast one copy of every book new in circulation in London libraries will be preserved and be available for consultation by advanced students and specialists.

It has been agreed by the participating libraries to adopt a liberal attitude as regards the supply of periodicals also.

Joint Fiction Reserve

Students and general readers sometimes want to refer to novels that are out of print. To ensure that such books are available the Metropolitan Public Libraries operate a Scheme for the preservation of copies of novels. This scheme is stated to have been in operation since 1946 and to consist of 70,000 novels most of which cannot be borrowed from any other source. Books less than 20 years old are not lent except on special application.

Foreign Fiction

All Public Library systems in London contain a selection of novels in French, German, Italian and Spanish. In addition each library has agreed to make special provision for novels in some other language or languages. The object is to make adequate and systematic provision of fiction in foreign languages.

Sets of Plays

For the convenience of play-reading groups the libraries have between them collected more than a thousand play sets each comprising one copy per character and one for the producer.

Inter-availability of Tickets

Any registered reader of a Metropolitan Public Library may borrow books from any other public library in the London area by presenting the library tickets.

Such co-operative schemes are worth implementing. The Madras Library Association could make a move in the matter and set up an informal consortium of librarians of various libraries to discuss, evolve and recommend to the Library Authorities the methods of working together.

Mobile Library Service

It is claimed that Mobile Library Services are far more economical than Centres. While 50 centres represent 10,000 idle books at any time, a Mobile Branch Library carrying 2000 books can give a better service to the same number of communities. In view of these advantages it is not surprising to find that replacement of centres by Mobile Branch Libraries is a matter of settled policy in many countries.

A Librarian on a full time basis to in-charge of the Book Mobile and a Driver are appointed. Realizing that the residents of the country would more readily listen to members of their own community about 25 persons in the various communities of the county are employed as "Contact Personnel". The duties of these "Contact Personnel" are to meet the Book-Mobile when it comes to their locality, help charge or discharge books, collect overdue books, visit all homes in the community to encourage the use of the Book Mobile by explaining its services and hold scheduled Story-Hours for pre-school children and to introduce them to the books.

We shall also adopt such systems with modifications to suit our needs and extend our services. We have to work closely with all community organisations.

Collection of Fines and Accounting Progress

In all the libraries boxes called "Conscience Boxes" are provided into which the readers drop the overdue charges or fines due on late return of books. No receipts (duplicate, triplicate) are made out for the amounts collected. Yet another method followed by the Surrey County Council Mobile Libraries that Printed rolls or Tickets of various denominations (just like cinema tickets) are had and when fines are collected the equivalent tickets are torn and given for the amount collected. Later at the end of the day the total collection is worked out counting the total No. of tickets used. This method is quite simple, fool-proof and above all eliminates all clerical work and delay.

Large Print Books

Not only are books taken to the elderly in their homes but books are also published to meet the needs of readers with poor sight. It is reported "Ulverscroft Press" went to great trouble to produce exactly what has been required for years not only as regards type and size but also ink, paper binding, and choice of title.

The books are designed to fill the great needs in the lives of those whose eyes have gradually deteriorated over the years but who are not totally blind. The size is 11" x 8" for taking print twice the size of that normally used. The ink is jet black, dazzling to the normal eye but dense and easy to pick out for the partially sighted. It seems four times the weight of ink used for ordinary book is required to print a large type book. The paper is specially made to combine lightness with maximum absorbency and is practically opaque to prevent the ink showing through the reverse page. This is mainly due to the co-operation of publishers. All the books reprinted are those of established authors. The books are sold directly from the publishers at 18p each and are obtainable from libraries and welfare associations. Because the entire venture is non-profit making costs are cut to the bare minimum and there is no advertising or sales staff. Libraries are by far the largest buyers of Ulverscroft books taking 95% of the output. These books can be provided for patients in hospital also through the Hospital Library Service.

Such Social Service minded Local publishers in our country could also take up such work. As with many Social Services the number of beneficiaries will be small, but the gain to the individual will be incalculable.

Publicity

Continuous Publicity is necessary as "Repetition builds Reputation". The existence and location of the library has to be brought to the attention of the citizens. In a few libraries it was noticed Post-cards carrying the photo of the library are being sold. This not only serves as publicity but fetches some revenue, also on its sale. Other libraries distribute printed pamphlets, Readers Guides, lists of additions and other reports.

The National Library week was held from 15th March 1966. This was sponsored by the Book Sellers Association, Library Association. The National Book League and the Publishers Association. The theme was "Make time to Read". The aim was to encourage as many people as possible to take an interest in books, libraries and all the services that both Book-Sellers and librarians can offer. A special Sub-committee had been set up by the Library Committee and arrangements were made for a number of events to take place during the week. It was a matter of appro-

ciation to see the initiative and interest shown by Private Associations and bodies.

Another interesting aspect noticed was the way parents introduced Libraries and their contents to their children. Children are brought into the Library and the parents so lovingly show them the books and explain its contents. This encourages the youngsters in using Libraries in their every day life.

Role of Libraries Abroad

The role of the British Council and American libraries in the different parts of the world needs no explaining. In addition the arrangements being made by them for overseas students in their own country, is something stupendous.

There can be no better ambassadors than libraries for the promotion of better understanding between nations, spreading education and knowledge and for promotion of cultural contacts. Whereever I went I was questioned about the developments in our country. Though much developments have been made it is the general impression that India is still backward. The necessity for our libraries abroad similar to the British Council and American Libraries cannot be stressed.

General

The most striking aspect of the Library Service noticed was the Reference Service being rendered to the public. The readers just walk in with their problems and on production of the requisite details and information they are not only satisfied but have a high opinion of their library and know that there is a place where they can get the information they want. This is the sign of good service.

The indexing of the materials is so simple and perfect that whatever queries are made you just look under the subject heading and there you have the contents of the Library on that particular subject.

Mechanization saves time and also releases technical manpower to attend to the readers. At this stage of our development it is felt such sweeping changes may not be necessary. Creating new activities is not a sign of progress unless existing activities are highly efficient and are meeting the needs. Even in England it is a controversial issue and it is the view of many Librarians that they should not just rush into the computer systems

and they are waiting for the results of the trials and errors of Americans in this field.

Another aspect that impressed me much was the almost complete absence of strict official procedures, maintenance of too many registers and files, collection of Statistical details etc. They are more practical in all their approaches and cut out almost all formalities that usually go with an office and an institution. The 'in-charges' are given more time for management, public relations and strengthening of Services. They are encouraged to work more efficiently not harder avoiding unnecessary routines and giving them more time to come in direct contact with the public and to serve them. Their motto seems to be "It is the service that counts".

Staffing is yet another important item. A new approach to the provision of well trained technical staff with adequate salaries is essential to keep pace with the the development of the Library Service.

The Librarian should be given due recognition and encouragement. Then only the development will be on the right lines. We lag behind other countries and we can catch up with them only by the co-operative endeavour of one and all. As an English Librarian who had visited our Country pointed out, the development of the Library movement in England is mainly due to the Librarians who are given the necessary encouragement. So with the co-operative endeavour of one and all and with proper recognition and encouragement there is no reason why we should not equal if not surpass the service being rendered in other countries.

The Storage and Protection of Stocks

(A librarian looks at the problem)

by Shri V. S. Muthiah,
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Madras.

I would have preferred a more genteel title to my subject, something like "Care and Protection of Books", to one that sounds too matter-of-fact and savours of the mart and the market place; just as I would prefer some other term to that greasy expression, "Book Trade". Can there be any trade in 'the-life blood of master spirits'? which is what books are. I shall, however, enter into spirit of the joke implied by the title.—"The Storage and Protection of Stocks".

The Librarian's world (in which I have a modest tabernacle on the Marina) is very different from the Bookseller's. The Librarian's concern is how to add to his stock, year by year, while the bookseller's concern is how to diminish his, hour by hour. The question for the Librarian (which he may expect to be asked on the Last Day of Judgment) is "How much of the riches of the mind did you dispense?", while for the Bookseller it will be, "What was the state of your balance sheet?"—perhaps asked by a too earthy auditor! And the Bookseller is happily free from the vandalism of young people who in books mark and underline, inscribe marginal comments and "filch learning" by tearing off pages. These mishapes alas, are daily sorrows for the Librarian!

The differences are indicated to show that, though the problem of storage and protection of books is the same for both the Librarian and the Bookseller, these are differences in degrees in dealing with the problem.

A large Public or University library is certainly a larger unit than the average bookshop in India, and the basic provision for stocking books in libraries—quite an orthodox technique throughout the world—is the stack-room with its multi-tier racks erected one over the other up to the ceiling

height of a library, having deck floors sandwiched between every two tiers. This system ensures a maximum storage space. But the considerable cost of these racks and shelves is a factor to be remembered. Storage is indeed an expensive business.

In some libraries, in addition to racks, rolling cases are used—as for example in the National Library in Calcutta. These are metal stack units mounted on wheels and when placed side by side, these rolling cases afford move space for housing books. Another space-saving system thought of by the Librarian is that of “compact storage”. “This consists of units of three stacks, the centre row of fixed double-sided stacks having hinged double-sided stacks at each side. Each hinged stack is hung on ball—bearing pivots without rails or guides, and is easily swung into the aisle to give access to material in the inner shelves”. Again, some libraries in America have found a partial solution to the problem of shortage of space by having a common, not so expensive, building, where their less-used materials could be shelved, which cooperative endeavour, perhaps, is modelled on their public merchandize warehouse. Sliming too is done in the case of the more space-consuming books and bound volumes of periodicals by having them on on micro-cards or micro-films.

The bookseller is spared much of this problem and the expense, because he is only buying to sell. His chief aim is how to dispose of his stock in the quickest possible time. All the same, he too has the problem on his hands, at least for brief periods. There are books which are published regularly but which are bought seasonally — school and college books, for example. These have to be stored at least for a few months. And storage of books is necessitated in the case of books that get published seasonally, but for which there is a continuous market. Speculation, which according to Ruskin is buying in the cheapest market and selling in the dearest, may be another reason for storing up books. Or again, quantity discounts may tempt a bookseller to buy a number of copies of a book and stock them. These may have a good market always. Finally, a bookseller may aim at variety of appeal in a very competitive business, and this would certainly oblige him to build up his stock. The bookseller, therefore, as much as the Librarian, cannot entirely escape the problem of storage.

Now, how can the bookseller attack this problem? Surely not by copying the elaborate methods adopted by libraries. In the first instance, stock received, after being invoiced and with the cost price in code; as well as the published price, marked in each book, can be kept on shelves, classified under the author's name. Printed notices at the top of bookcases, indicating each section, helps to locate the books needed by the shop assistant, as well as to assign to new arrivals their niche.

Brown paper parcels are almost symbolic of the first half of the century. In every business under the sun brown paper plays a part. The bookseller finds it indispensable, for the customer likes nothing so much as his books being nicely wrapped up in brown paper. Now, this can suggest a line of thought concerning the storage of books. There are three stages in the journey of the books in any book shop—from the wooden cases or cartons in which they arrive, through the stock room where they are stored up in brown paper parcels for a few weeks or so, to the shelves in the sale or showroom. The intermediate stage is the storage stage. This storage is perhaps done in some bookshops without plan or method, and the parcels are left in a "sweet disorder", like the unkept backyard of some people's houses, while the front, the shop window and the sale room, are like the pocket garden which is entered in at the annual horticultural garden competition! Now, can we bring about some order in this stock room and so help solve the problem of storage? I don't commend storage in brown paper parcels as ideal. It has its obvious disadvantages. Books kept in this way are lost sight of. The shop assistant does not have such an excellent memory as to be able to remember the contents of the brown paper parcels. The result is that they are allowed to stagnate away from the main stream of circulation, and sales are thus lost as well as the opportunity of returning them to publishers, if unsold.

But if the brown paper parcels system is to continue as part of our orthodox economy', the parcels must be carefully labelled and recorded. In some shops card-indexing is in use. But frequently the card-index is misused, and brown paper parcels burst open, and 'chaos is come again'. These parcels then must be constantly visited and surveyed so that they may not get out of control.

The brown paper, I find, in many bookshop have already been superseded by the plastic bag. Plastic containers dust-proof, damp-proof, insect-proof and transparent hold book in the stock room, neatly arranged on shelves, and, being transparent, reveal their contents easily?...Booksellers therefore need not wait for any plastic millennium to come. It is here already. You have only to ask for such containers from your publishers!

A better way of storing books is to have them arranged on steel rack as in libraries. The stock should be unwrapped and the books should be placed on a sheet of paper on each shelf (for steel sweats, and has a way of leaving its mark on books). And the shelves should be dusted regularly. (Almirahs with shutters require no such frequent attention). But space should be left at the end of each shelf to allow room for new arrivals. Books then do not have to get moved about constantly and get damaged in the process. If a shelf is tightly packed with books, a careless assistant, trying to get a book off the shelf will pull at the top of the spine and make it shed its

cover. And book ends or supports, preferably made of metal, should be used when the shelves are not full.

A "key shelf" containing representatives of the books parcelled or kept on the shelves in the stock room will be a decided advantage. A frequent glance at the key shelf will remind the assistants of the titles in cold storage. This system will be better than maintaining a card-index. But this "key shelf" should not be made accessible to the customers who are likely to disarrange the books or remove them from the shelf itself.

Reserve stocks will not be much of a problem, if they are arranged under names of publishers, and alphabetised under titles or authors. There may be two sequences, one for books received on Sale or Return basis, and another for books bought outright.

The stock room should have a good ventilating system, ensuring adequate fresh air, free of dust, if possible, with temperature and humidity control. Expenditure on such a stock room with its racks will be paying dividends in the shape of less damage to books, and less shop-soiled and written-off stock. Capital cost, therefore, should not be any consideration.

Both in the case of the library and the bookshop, the problem of protection of stock is as vital as the problem of its storage-perhaps in the case of the library to a much greater extent.

Books have many enemies, visible and invisible. The very air we breathe, for instance, is inimical to the health of books. It harms, if too dry, and it harms, if too wet. When too dry, paper and leather turn brittle and begin to crumble. If an average humidity of 50 to 65% is maintained, not much harm will be caused. (A hygrometer will help us to measure humidity) The mildew or mold that we notice on books is caused by too much dampness. It loosens paste and glue and weakens the fibres of paper and leather. The best preventive would be to store books in a well-ventilated room, as has already been indicated. Removal of humidity by "artificial heat or by increased circulation of dry air" also helps. Frequent wiping of books with a dry cloth will relieve the unhealthy condition of the patient. A suitable fungicide, however, will deal with the damp sickness in a scientific way.

A more subtle danger comes from the noxious gases that pollute the air. Leather and paper are liable to absorb sulphur dioxide from the atmosphere in urban areas. Combustion of coal and oil produces the sulphur dioxide. The presence of iron or copper changes sulphur dioxide to sulphuric acid, which then becomes deadly to books. This action can be checked by chemically treating the books with potassium lactate.

The insect tribe is another inveterate enemy of books. Many of them do not care for paper-their tastes are not so low-but they will nibble at paper and bore holes through it to get at more tasty food, the paste. These insects can be kept off the paste by an effective repellent, like phenol. You might have noticed the information rubber-stamped in some Butterworth's publications that the adhesives used are protected with copper sulphate and boric acid, which, too, are good repellents.

Cockroaches are a race of marauders in tropical countries, who leave behind on covers of books rough discoloured patches or a lace-like pattern. They chew out the starch-filling of the back-cloth of books, leaving leather and paper untouched. Insecticides are effective with cockroaches. A thin coat of varnish or a water-proofing treatment to books will also prevent these marauders from reaching the starch in the cloth.

White ants too have an equally bad reputation. They are merciless, destructive army and can, overnight, make terrible inroads into the books. Silver fish-rogues with a deceptive name-are fond of books in damp cupboards and will eat the glue of bindings and the surface of certain papers, particularly art paper. As a first aid to these affected books, the live insects from the books should be removed and the books afterwards be fumigated with paradichlorobenzene.

Rats will feel insulted if they are not mentioned! That fine lover of books, Sylvestre Bonnard, a character in a novel of that name by Anatole France, had a cat called Hamilcar, which had its snug resting place in the scholar's library. It was a pet, no doubt, but it was also a policeman, warning off the rodent race. Whether booksellers should keep a policeman of this type on their premises to warn off these nocturnal pests or should invoke science to deal with nuisance, I leave it to one's humanitarian disposition.

Dust and decay are linked together. Dust spoils and shortens the life of a book. But the way to deal with dust-laden books is not to bang and thump them, but to use a properly designed vacuum cleaner, provided it works in our country.

I may, in closing, say that if the bookseller himself is, for some reason or other, unable to wage his battle against these pests, he may engage mercenaries who on payment of an annual fee, will successfully ward off for him the attacks of these enemies of books.

I am conscious that I have dealt with the subject in a sketchy way. Experiment and experience alone are good teachers in this as well as in so many other matters. Perhaps, a Librarian's pocket wisdom may not be the bookseller's needed counsel.

News & Notes

INDIA FIGURES IN WORLD'S LARGEST SINGLE PUBLICATION

British Museum Catalogue of Printed Books

India occupies a prominent position in the world's largest single publication—a new general catalogue of printed books held by the British Museum—the completion of which has been announced in London.

The catalogue runs into 263 volumes and contains over 4,000,000 entries. "It is the nearest we will ever get to a world bibliography", said Sir Frank Francis, Director of the British Museum.

Entries of books in English published by departments of the Government of India alone cover 77 pages in the catalogue, which includes 100 books by poet Rabindranath Tagore as well as a number about him.

Six-year Operation

The catalogue has taken nearly six years to produce but, considering the nature of the task, this is fast work indeed. The French catalogue of the Bibliotheque Nationale in Paris, begun in 1897, is still to be completed. Deutscher Gesamtkatalog was abandoned at letter B, a casualty of Second World War. An earlier British Museum effort, begun in 1931, had only reached letter D by 1954, when it was abandoned.

Only the catalogue of the U. S. Library of Congress, produced between 1942 and 1947, has approached the British Museum's speed—and this is of only 167 volumes with under 2,000,000 entries.

Publication of the new catalogue was speeded by cutting out all editorial work and using a photographic printing process. A special camera

was designed to photograph entries selectively from the ordinary working catalogue in the reading room and to arrange them in correct sequence on a continuous film.

Once under way, 750 copies of a 500-page volume were produced each week.

Index to World's Literature

The British Museum has one of the three largest collections of printed books in the world. Parliament has required that copies of all British Books must be deposited in the library of the Museum, whose aim has always been to maintain the best collection of books in other languages. A complete listing of the library's contents is therefore an unrivalled index to one of the largest literary collections in the world.

Every author, editor and illustrator appears in due alphabetical order with the full title and date of each of his books. There are also many cross-references and special headings for anonymous books, official publications, periodicals, institutions and places, and for subjects of biographical works.

At £6 10s. a volume, a full set of 263 volumes has cost each buyer over £1,700. But demand has outstripped supply, and the print run of 750 sets was oversubscribed before production was completed.

The Museum's biggest customer was the United States, where the catalogue has earned \$2,000,000 for Britain. In all, 38 countries including India, have bought the catalogue.

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